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ABSTRACT

A study analyzed the use of Basque and Spanish by 36 bilingual teenagers enrolled in a Basque school in Spain, based on results of a survey. The history and present situation of the Basque language are outlined, and the importance of the revival of the Basque language by those who learn it in school is highlighted. Complete technical data from the survey, which was given in English as part of the regular English class, is included. Analysis of the survey results encompasses the students' linguistic background and demographic data, linguistic competence and language dominance, domains of use of Euskera and Spanish, and their attitudes toward the Basque language and the Basque school. Influential variables discussed include the language used with friends, gender, linguistic competence in each language, dominant language, and the language used at home. Contains 13 references. (Author/MSE)

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LANGUAGE USE AND ATTITUDE:

A Study of the Use of Basque and Spanish by Bilingual Teenagers

Laura Brown Laubach, B.A. Colgate University 1981

Submitted in partial fulfillment of the requirements

for the Master of Arts in Teaching degree

at the School for International Training, Brattleboro, Vermont

March, 1998

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This project by Laura Brown Laubach is accepted in its present form.

March 1, 1998

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ABSTRACT

A micro-social linguistic study analyzing a survey of the use of Basque and Spanish given to thirty-six Basque–Spanish bilingual teenagers at a Basque school in Pamplona, Navarre, Spain. The history and present situation of the Basque language are discussed, and the importance to the revival of the Basque language of the use of Basque by those who learn it at school is highlighted. Complete technical data of the survey, which was given in English as part of the students' regular Engish class, is included. The analysis of the survey results encompasses the students' background linguistic and demographic data, linguistic competence and language dominance, the domains of use of Euskera and Spanish, and their attitude toward the Basque language and the Basque school. Influential variables discussed include the language used with friends, gender, linguistic competence in each language, dominant language, and the language used at home.

ERIC Descriptors: Sociolinguistics, Bilingualism, Diglossia, Language Usage, Use Studies, Surveys, Foreign Countries, Basque.

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PREFACE

I am American and a teacher of English to speakers of other languages who came to live and work in Pamplona, Navarre, Spain eleven years ago. I married a Basque and now have three children who attend a Basque school in Pamplona. As a teacher, a parent, and a resident of this community, I have become increasingly aware of and involved in efforts to revive the Basque language. The levels and methods of teaching involved range from basic adult literacy work, through adult education in the workplace and during leisure time, to schoolchildren in mother tongue, bilingual and immersion programs. As a teaching professional, each of these areas is fascinating to explore. As a parent, the schooling of my children has great personal importance. As a member of the community, I see the linguistic profile of the population changing rapidly, which also implies underlying cultural and political changes.

When I teach English, my goal is for my students to develop the communicative competence necessary for their purposes. It is always understood that if they need or want to gain native-like fluency, a period living in an English-speaking country is necessary. When I consider the Basque language and the adults and children learning Basque, I realize that they don't have the assurance of a Basque-speaking country to go to if they want to perfect or nativize their knowledge of Basque. They already live in the Basque country. Though they may visit a village with many native speakers, or associate with a group of educated Basque-speaking professionals, they will always be

inescapably surrounded by a society that functions in another language. If they are to perfect or nativize their knowledge of Basque, they must do so by their own efforts, depending on their own motivation to search out native speakers, choose higher education options in Basque, choose consciously to form a network of Basque-speakers, and in short, choosing to use Basque more in their daily lives.

Knowledge of Spanish or French is necessary, but the society is in the process of changing, in part due to the large numbers of children who now know Basque as well, who are bilingual. For Basque to effectively survive and revive as a valid language for the next century, then it must not lose more ground to Spanish and French but become increasingly used in the community until a sustainable, stable bilingual situation is achieved. The possibility of using Basque must be increased, by having a bilingual population, and the desirability of using Basque must be increased, which hinges on the motivation of bilingual Basque speakers to use Basque, leading to an increase in the necessity to know and use Basque because society increasingly functions in Basque too. It's still a long way from being achieved, but it is an fascinating and exciting process to witness and participate in.

This study focusses on a small part of this linguistic change in society, on the relative use of Basque and Spanish by a group of bilingual 15-year-olds. Since this is a study for an American university, and since I am an English teacher, I wrote the questionnaire used for gathering data in English and administered it as part of the students' regular English class at school. For them I hope it was an interesting use of realia in the classroom, for the goal was to gather facts and opinions, not to test their knowledge of

English. I am also following the linguists' rule of thumb that it is not necessary to know a language to study about it. I hope the questionnaire as realia, the topic, and the overall situation that a minority language such as Basque faces will be of interest to other English teachers and help make us more aware of the implications of teaching a dominant world language to a people whose own language may die out.

CHAPTER 1

INTRODUCTION TO THE BASQUE LANGUAGE: PAST AND PRESENT

In the picturesque, low green mountains of the Western Pyrenees, just where the mountains meet the sea at the Bay of Biscay, lies the Basque Country. A land inhabited since prehistoric times by a mix of farming, sheparding, and fishing people, sharing a common culture and a complex language, unrelated linguistically to any other language in the world. The Basque people have clung tenaciously to their land and language throughout thousands of years of invasions and foreign rule, Romans, Visigoths, Moors, etc., until the present day.

Now the Basque Country is sectioned by the Spanish/French border. The three rural, sparsely populated provinces of Lapurdi, Nafarroa Behera, and Zuberoa lie in France (Labourd, Basse-Navarre, and Soule, in French). In Spain are the densely populated, industrial provinces of Gipuzkoa, Bizkaia and Araba, together forming the Basque Autonomous Territory (the Communidad Autonoma Vasca, or CAV), and the moderately rural Autonomous Territory of Navarra (Nafarroa, in Basque). The population of the seven provinces is approximately three million, about a quarter of whom speak Basque.

Map of the Basque Country

(Elai-Alai)

The Basque language, Euskera, is in a situation of diglossia, as described by Siguán and Mackey. (1986, 45-48) The dominant languages of French and Spanish are the languages of prestige and power, necessary for government, education, public affairs, media, legal matters, medical attention and many jobs. Euskera is used for personal and family relations and as a community language in largely rural areas. Native speakers of Euskera, Euskalduns, are necessarily almost all bilingual. Only 1% of Euskalduns can be considered monolingual, and even they have some knowledge of the dominant language. (Aizpurua, 1995, 83) This diglossic situation is not recent. Euskera has been losing ground for centuries, a process which accelerated in the 19th century (Erize,

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1996, 293-296). Today, the presence and relative strength of Euskera varies greatly in different areas of the Basque Country. The details of each situation require examination.

Historically, the Spanish and French governments have treated Euskera in different ways. The French Government has never taken any steps actively against Euskera, nor has it ever promoted it, much less recognizing it officially. Spain, under Franco, limited publications in Euskera and often frowned on its use in public. Since the early 1970's, especially following Franco's death in 1975, Euskera has been undergoing a revival on the Spanish side of the border. The creation of a more federal system based upon Autonomous Territories enabled the Basque Autonomous Territory (the CAV) to declare Euskera a co-official language in 1979 and to begin active promotion of its use and dissemination. The goals and methods of the linguistic policy of the CAV were spelled out in a law normalizing the use of Basque (la ley de normalización del euskara), passed in 1982. (Arnau et al.1992, 54) The Autonomous Territory of Nafarroa (Navarra, Navarre) recognizes Euskera as a co-official language in the Basque-speaking area. In 1986 the government of Navarra passed a law (la ley Foral de Vascuence) marking three linguistic zones within Navarra: Basque-speaking, Mixed, and Non-Basque-speaking. Therefore Euskera is a co-official language only in the Basque-speaking zone, located in the moutainous north of the province, encompassing about 10% of the population. (Arnau et al. 1992, 66)

The linguistic policy pursued in each area has had a noticable effect. In the French Basque country, Euskera continues in a slow decline. About 34% of the population of about 250,000 speak Basque. (Aizpurua, 1955, 44,60) However the number of

Euskalduns diminishes in direct porportion to their age group. The oldest generations have the greatest percentage of bilinguals, 39% of those over 50, and the youngest generations are those with the lowest percentage of bilinguals, 20% among the 16-24 year olds, and the highest percentage of passive bilinguals, who understand but have lost the ability to speak in Euskera. (Aizpurua, 1995, 73-75) As Aizpurua himself notes, however, in the past decade there has been a impressive increase in the number of children taught in Euskera, and this group was too young to be included in the 1995 study, which examined the population over 16 years of age.

In the CAV, the vigorous pursuit of a pro-Euskera linguistic policy is beginning to show results. The right of citizens to deal with the public adminstration in Euskera has been recognized as basic, and steps are being taken toward the "Euskaldunization" of the public sector, which includes the government, judiciary system, police force, health professions, education, official media, and all who work in the public sector. Twenty-four percent of the population is Euskaldun, with a notable increase in the percentage of Euskalduns in the younger generations. (Aizpurua, 1995, 60, 73-75) And although these positive statistics have been measured so far, Aizpurua (1995) and many others have centered their studies on the population 16 years old and over, so that the impact of the great increase in numbers of children educated totally or partially in Euskera has yet to be felt.

In Navarra, legislation regarding Euskera has been enacted later and much less forcefully than in the CAV. Statistically, Navarra is 10% Euskaldun, about 80,000 people within an overall population of half a million, (Elorz, 1996, 424) with another

5% passive bilinguals. As in the CAV, the youngest generation shows an increase in the number of Euskalduns over the previous generations. (Aizpurua, 1995, 63, 73-75) And again, the number of children who are exposed to Euskera at school is increasing. But these global references for Navarra must be considered in the various linguistic zones and even in the various communities. The present study focusses on a school in Pamplona-Iruña, in the Mixed zone, with its own urban perculiarities.

The use of Euskera as a vehicle for education began in the 60's in the CAV with the organization of the first ikastolas. These are private schools, organized through parent cooperatives. They began as a initiative of native Euskaldun parents who wanted their children educated in their mother tongue, Euskera. At about the same time the Academy of the Basque Language began work on standardizing Euskera. Dialects differ, even from one valley to the next, and the variation over the entire Basque country is great. The standardized Basque the scholars produced is known as Euskera Batua, and this is the language used in ikastolas, other schools and universities, and in published materials. (Arnau et al. 1992, 54) The existence of Euskera Batua as a codified and standardized language has been a determining factor in enabling Euskera to function as a vehicle for communication in all linguistic areas, and in changing the social status of Euskera. Speaking Eukera is no longer a sign of backwardness, but has become socially acceptable and even desirable. (Elorz, 1996, 424-425) Ikastolas are now spread throughout the Basque country, on both sides of the international border.

Both the CAV and Navarra regulate the use of Euskera in education, whether private or public. Since 1983 the CAV stipulates three models for the teaching of Euskera: Model

A: All material taught in Spanish except Euskera as a required language. Model B: Half the material taught in Euskera, half in Spanish, with reading, writing and mathematics in Spanish. Model D: All material taught in Euskera except Spanish as a required language. In 1989, the distribution of three-year-olds just beginning school was about even among the three Models. (Arnau et al. 1992, 60)

Since 1988 Navarra requires one of three similar models taught in the schools in the Basque-speaking zone (except this Model B only stipulates one or two subjects taught in Euskera, an important difference), and allows any of these models taught in the Mixed zone, according to parental demand, and authorizes only Model A to be taught, if there is sufficient parental demand, in the Non-Basque-speaking zone. (Arnau et al, 1992, 68-69)

This study will examine a survey conducted with 15-year-old students at an Frantzes Jasuko Ikastola in Pamplona-Iruña, the capital of Navarra. At this ikastola, as in most private Basque schools in Navarra, most of the students are not native Euskalduns. For them it is really an experience of language immersion from their first days at school, when they are three years old. Euskera as a medium for education is becoming increasing popular in Pamplona. In 1995, 8% of the 16-year-olds studied in a Model D program, compared to 25% of the three-year-olds. (Aldasoro, 1996, 354) In 1998, 33% of the three-year-olds in the public schools in Pamplona were matriculated in Model D, as reported in the September 1998 issue of *Ze Berri?* magazine. Obviously, the linguistic profile of the community will most likely change significantly within a few years.

Currently, Pamplona as a community is not very Euskaldun. About 30,000 inhabitants speak Euskera (Elorz, 1996, 424), or 11% of the adult population (though only 67.2% of those can read and write Euskera), and another 4,5% are learning Euskera. (Vilches, 1996, 319) A study reported in Vilches, 1996, found that of these Euskalduns, a third do not normally use Euskera, and those who do use it principly with friends (70%), followed by use with relatives (43%), brothers and sisters (40%), and their children (31%). According to Vilches, the places where Euskalduns most frequently speak Euskera are, in decending order, in the street, at home, in bars, and at schools. (Vilches, 1996, 324-325) Overall, there is not a strong presence of Euskera in most areas of society.

The profile that emerges from these various statistics is of a society undergoing an important change is a short time period. All indicators point to a future where there will be significantly more speakers of Euskera and a linguistic policy that will continue to protect, promote, value, and reward knowledge of Euskera, at least on the Spanish side of the border. But for Euskera to survive and thrive as a valid, living language in the next century, an increase in the knowledge of Euskera, while necessary, is not sufficient. The key to the revival and "normalization" of Euskera is its increasing use as meduim for communication, until a stable domain of use for Euskera is achieved. It is the use of Euskera in daily life by a small group of bilinguals that is the focus of this study.

CHAPTER 2

TECHNICAL DATA OF THE SURVEY

This study has been designed as a micro-social linguistic investigation of the patterns of use and the attitudes toward Euskera and Spanish in a group of bilingual teenagers. This small group of 36 students at an ikastola in Pamplona was chosen on the basis of age and linguistic ability. After 12 years of schooling in Euskera, these students should have a high level of fluency in Euskera and have experienced a great deal of the Basque culture. Since they live in a predominantly Spanish-speaking environment, and also have Spanish as a subject at school, their knowledge of Spanish and Spanish culture should also be very high.

Most of the subjects in the study are 15-years-old, an age excluded from the various studies focussed on the adult population. Yet these young people will have a very important impact on the linguistic profile of their community. These teenagers are the tip of the iceberg of a large and increasing number of children studying in Euskera. How these teens employ their languages, how they use Euskera in their daily lives may be of importance is setting an example, creating habits, and building an Euskaldun network which can be used by those younger children as they mature. At 15, these young people should be old enough to be aware of the diglossic situation of Euskera, and perhaps are committed enough to consciously push the current limits of Euskaldun

environments and to make an effort to expand the use Euskera personally, aware that they may be making a difference in present and future society.

Obviously, this is a lot of conjecture and supposition about the behavior, awareness, and attitudes of a group of people. This study seeks to collect data and measure it in scientific terms and thereby draw an accurate profile of this group.

Objectives of the Study

The fundamental objectives of this study are to:

1) Determine subjective, relative competence in Spanish and Euskera of the subjects.
2) Determine subjective, relative use of each language and the domains of use by the subjects.
3) Determine attitude toward each language of the subjects.

Technical Data

Universe studied: thirty-six 15-year-old Spanish/Euskera bilingual students at an ikastola in Pamplona.

Sample studied: entire universe.

Method of data gathering: written questionnaire in English given as part of the subjects' regular English class at school on November 6, 1997.

Data processing: BARBRO program, done by Taller de Sociología, S.L., Pamplona.

Characteristics of the questionnaire

The questionnaire, entitled *A Survey of the Use of Basque and Spanish,* contained 66 items, some divided into sub-questions or attitude scales. The organization and many of the questions of the questionnaire were based on the surveys reported in Aizpurua (1995), Vilches (1996), and Siguan (1994), and on the factors that influence language use observed by Fantini (1982, 76-77). The following areas were covered:

1. **Background information, social-demographic charcteristics**

   Sex

   Age

   Parents' origen

   Parents' education

   Parents' job

   Parents' linguistic competence in Euskera

   Siblings' competence in Euskera

   Family members living at home

2. **Subjective evaluation of personal linguistic competence in Euskera and Spanish**

3. **Language use**

   With various interlocutors: intimate, known, and unknown

   In various places or contexts: home, school, public areas

   In various situations and language functions: personal use, oral and written communication, situations when language choice can be controlled, and when it can't

In various activities typical of this age group

Subjective quantification of friends who know Euskera

Subjective quantification of knowledge of Euskera in neighborhood and in Pamplona

Subjective quantification of personal use of Euskera and Spanish

4. **Attitudes toward and opinion of ikastola**

   Age begun

   Preference for language of study

   Opinion of language use at ikastola

5. **Personal attitudes toward personal use of Euskera**

   Importance of language in choosing activities

   Importance of language in future studies and work

   Reasons for speaking or not speaking a given language or for code-switching

   Importance of being bilingual

   Opinion of those who do not know Euskera

6. **Attitudes toward Euskera and government linguistic policy**

   Opinion of Euskera as a language

   Opinion of situation of Euskera

   Language which should be used in schools

   Necessity to promote Euskera via government

   Effectiveness of present government policies

   Personal efforts to promote Euskera

7. **Attitude toward use of Euskera in an ideal future**

Before administering the final draft of the survey, a trial questionnaire was given to two students. Their performance, comments, and questions were used to fine tune the questionnaire. In the survey itself the terms Basque and the Basque language were used, since they are the English translations of Euskaldun and Euskera. In the analysis presented in this study, preference will be given to the latter terms.

Variables Studied

This survey has singled out the following variables with the object of investigating their influence on the use of Spanish and Euskera by the subjects.

Gender

Linguistic competence in each language

Language dominance

Language used by the family

Language used by friends

Attitude toward the ikastola

Attitude toward Euskera

Attitude toward the future of Euskera

Definitions of key terms

Linguistic competence: the ability to communicate effectively in a given language. In this study, linguistic competence is measured subjectively by the students on a scale from 1 to 5, from very well to not at all, in each of four areas: speaking, understanding, writing, and reading. Linguistic competence is not a fixed quality, but varies over time.

The students were asked to rate their linguistic competence at the time they completed the survey.

Linguistic dominance: the language of a bi- or multilingual person which is strongest. In this study linguistic dominance is arrived at by directly asking the sudents to indicate their dominant language and by taking into consideration their relative linguistic competence in each language, and indirectly, through various questions asking about lingistic preference and customary use. It is important to note that linguistic dominance is not a fixed quality, and it is possible to switch dominance over time, depending on the circumstances influencing language use. The students were asked to indicate their current linguistic dominance at the time of completing the survey.

Attitude: disposition, feeling, or position with regards to a person or thing. In this study, atttitudes may range from very positive to very negative, as well as indifferent

Euskera: a Basque term for the Basque language.

Ikastola: a private school where all the material is taught in Euskera, except for the subject of the Spanish language.

Euskaldun: a person who speaks Euskera.

Euskaldunzaharra: a person whose mother tongue is Euskera.

Euskaldunberri: a person who has learned Euskera, a new Euskaldun.

Hypotheses

The opening paragraphs of this chapter cited many conjectures about the behavior and attitudes of teen-age students at an ikastola, such as those studied in this present work. The basic premise of this study is to discover scientifically what behavior patterns and attitudes are actually exhibited, not to confirm or disconfirm specifically formulated

hypotheses. Nevertheless, in keeping with proper sociological methodology, it is standard to state the following hypotheses, although they are not the focal point of this study.

1. Students with Euskaldun parents will use Euskera more often and with greater competence than students with Spanish speaking parents.
2. Students with a more positive attitude toward Euskera will use it more often.
3. Students who have mostly Euskaldun friends will use Euskera more often.
4. At the ikastola, communication will be principally in Euskera.
5. Outside of the ikastola and specific Euskaldun networks (family, friends, activities, etc.), the students will use principally Spanish.
6. Students who are dominant in Euskera will use it more often that those dominant in Spanish.
7. Gender with not be an influential variable.

CHAPTER 3

ANALYSIS OF THE RESULTS

Background Linguistic and Demographic Data

Student Characteristics

Thirty-six students took part in this study, 19 boys and 17 girls. The students are all in the third level of secondary school, and all but one have been studying at this ikastola since they were three or four years old. Most are fifteen-year-olds. Three students are 14, and since they are in this level at school, they will most probably turn 15 before the end of the year. Six students are 16 and one is 17. Probably these are students who started school slightly older than others or perhaps failed a level at some point and have had to repeat it. All these student will have one more level to complete before graduating from the ikastola. After they leave this school, they may choose to do two more years of college preparatory study at another school, attend a vocational training school, or not study any more and look for a job. In question 47, 89% of the students indicated that they plan to continue studying in Euskera.

Family Characteristics

Frantses Jatsuko Ikastola is a private school. Though it is subsidized by the government of Navarra, as are most private schools in Navarra, the families must pay for their children to attend. Therefore the social-economic background of the students' families

is assumed to be fairly homogenously middle class. This assumption is substantiated by the information solicited in questions 12, 13, 16, and 17 about the educational level and employment of the students' parents. Only two mothers and one father were described as having little or no schooling. In most families both parents work outside of the home. The two categories of industry or workshops and services or shops employ 58% of the fathers and 38% of the mothers. Only 22% of the mothers are housewives, and only 1 father is unemployed. Question 22 asks who lives in the home with the student. The data show the great majority, 95%, to live in two-parent, nuclear families, 53% with one or more siblings. Only 11% have other relatives living with them.

The fact that their parents chose to send their children to an ikastola and have them be educated in Euskera shows that the parents have a basic interest in Euskera and the Basque culture. Questions 11 and 16 about the birthplace of the parents shows that 55% of the mothers and 47% of the fathers were born in Pamplona, and 33% of the mothers and 27% of the fathers were born in another part of Navarra. Three percent of the mothers and 8% of the fathers were born in another part of the Basque country. Eight percent of the mothers and 14% of the fathers were born outside of the Basque country. All of the parents who speak Euskera were born in Navarra or another part of the Basque country.

Questions 14 and 19 ask the students to rate each of their parents in their knowledge of Euskera on a scale from 1, very well, to 5, not at all. Of the mothers, one is rated as a 1, three as a 2, one as a 3, 8 as a 4, and 23, 64%,as a 5. Of the fathers, three are rated as a 1, four as a 3, seven as a 4, and 19, 53%, as a 5. Three students didn't rate their fathers.

When this information was crossed by Chisquare with the entire questionnaire, it was grouped into two categories to facilitate handling of the data. Parents given a 1, 2, or 3 are considered speakers of Euskera, and those given a 4 or 5 are not considered speakers of Euskera. By this measure, five mothers and seven fathers are considered Euskalduns, Basque speakers.

Only one student's parents were both Euskalduns, but she has not been considered as a separate case because her other answers in the questionnaire are not significantly different from those of students with only one Euskaldun parent. She speaks both languages equally with each parent, and Spanish with her sister, who does not speak Euskera. She rates her linguistic competence equally in both languages, both well, and is dominant in Spanish.

The parents' knowledge of Euskera needs to be accompanied by their use of Euskera with their children and the use of Euskera at home, as asked in questions 23A, 23B and 24A. The chisquare table, therefore, also included crosses with the language spoken with each parent and the language spoken at home. Interestingly, these figures are not the same as those who have a Euskaldun parent. Due to the low number in each, the categories of Mostly Basque and Both (languages) equally were grouped together and compared with the category of Mostly Spanish. Three students speak Euskera and two students Euskera and Spanish equally with their mothers, grouped together for a total of five, and one student speaks Euskera and three students Euskera and Spanish equally with their fathers, adding up to a total of four. Two students report using Euskera and six students Euskera and Spanish equally at home, for a total of eight.

The linguistic background of the parents and their attitude toward Euskera is also an interesting factor, as asked in questions 15 and 20. Four each, 11%, of the mothers and of the fathers are native speakers of Euskera, Euskaldunzaharras. Of these Euskaldunzaharras, all of the mothers and three of the fathers speak mostly Euskera or Euskera and Spanish equally with their children. Four mothers and three fathers are described as "they used to know Basque, but forgot." Only one mother and one father have learned Euskera, the father speaks Euskera and Spanish equally with his children, and two mothers are currently learning, one of whom speaks Euskera and Spanish equally with her children. But 58% of the mothers and 56% of the fathers would like to learn Euskera. These parents' wish to learn Euskera concords with their decision to send their children to an ikastola, and most likely continues to create a positive atmosphere supporting their children's progress in Euskera.

Sixty-nine percent of the students have Euskaldun brothers or sisters, as reported in question 21, and 14% have siblings who only speak Spanish. But the use of Euskera with siblings is another matter, as seen in question 23E. Seventeen percent use mostly Euskera with their siblings, and 39% use both Euskera and Spanish. Twenty-eight percent speak mostly Spanish with their siblings, double the amount of those who have monolingual siblings. Therefore 14%, five students, do not use Euskera with their siblings even though they could. There must be other factors that affect their language choice. Also, of the eight students who say they use both Euskera and Spanish equally at home, four use mostly Spanish with their parents. Surely their use of Euskera with their siblings has influenced their reponses to the question of language used at home,

though there may well be other influencing factors as well. There are also 16 students who speak Euskera or both languages equally with their siblings, yet say they use mostly Spanish at home. In viewing data like these it is important to remember that we are looking from each student's perspective as each judged how much he or she used each language with various family members and with others at home. Looking at the last figure a different way, out of the 28 students who use mostly Spanish at home, 16 students, 57%, speak Euskera or both languages equally with their siblings. That means that even in in these Spanish-speaking homes, there is a significant presence of Euskera.

The first question asked if the students spoke a dialect as well as standardized Euskera batua. Only six students answered that they spoke both, five of these speak Euskera with one of their parents, and it can be assumed that they learned the dialect from them.

Overall, the students are quite homogeneous in age, education, and family background, and are evenly divided by sex. Twenty-two percent use Euskera at least half the time with a parent, and 22% use Euskera at least half the time at home. The next section examines the personal lingistic competence of the students.

Linguistic Competence and Language Dominance

Introduction

In this study, the linguistic competence of the students was measured subjectively. The students rated themselves, and of course their image of themselves, their self-esteem, influenced the results. This is a key concept in the entire questionnaire. It does not seek to measure the students objectively, but rather measures what they think about

themselves, their family, school, and language use. The premise of this study is that much can be learned by looking at the students through the filter of their own perspective.

General Results

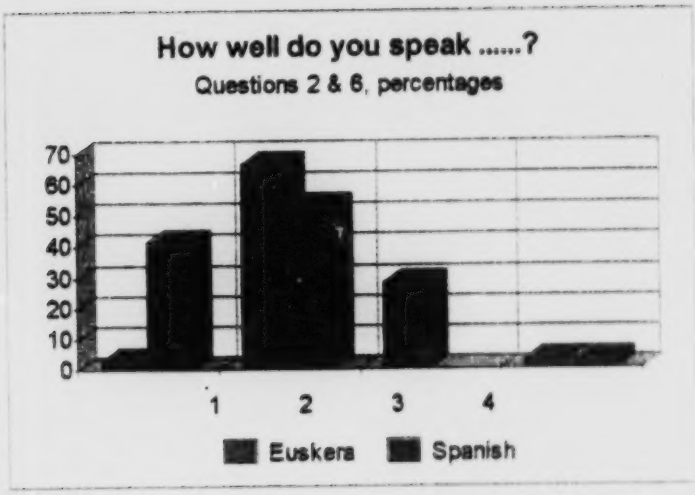
In general terms, the students classify themselves as good, competent, but not excellent, users of both languages. The students rate their linguistic competence in Spanish higher than in Euskera. The great majority of the students consider Spanish their dominant language. Those whose rate their linguistic competence in Euskera the poorest are all dominant in Spanish. Factors measured in the questionnaire which show some relation to linguistic competence and dominance are a Euskaldun parent and the language spoken at home, Euskaldun friends and the language spoken with friends, and gender. Those students who have a parent who is Euskaldun rate their linguistic competence very slightly higher in Euskera and very slightly lower in Spanish than other students. Having an Euskaldun parent makes it slightly more likely that the student is not Spanish dominant. The girls rate their linguistic competence slightly higher than the boys in Euskera, and the boys slightly higher than the girls in Spanish. Significantly more boys are dominant in Spanish than girls. Those students who speak mostly Spanish with their friends are all dominant in Spanish, and these students have fewer friends who speak Euskera. However, most of the students' friends speak Euskera, and the language spoken with friends is not dependent on the students linguistic competence, with the important exception of the two students who say they understand Euskera poorly. They have fewer friends who speak Euskera and speak mostly Spanish with their friends.

Areas of Linguistic Competence

In questions 2 through 9, the students were asked to rate themselves on a scale of 1, very well, to 5, not at all, in each of four communicative areas of linguistice competence, speaking, understanding, reading and writing, in Euskera and in Spanish. Their answers may be examined by comparing the oral/aural skills of speaking and understanding in each of the languages with the literate skills of reading and writing. Also the active skills of speaking and writing may be compared to the passive skills of understanding and reading.

In both languages, the students ranked their passive skills higher than their active skills, and their oral skills higher than their literate skills. Therefore the students rated themselves highest in understanding and lowest in writing. This seems logical for native speakers of most languages.

Between the two languages, the most marked difference is seen comparing the active skills. Both languages are understood equally, with more than 90% who rate themselves as a 1 or 2, but there is a significant difference in speaking ability. Forty-two percent of students give themselves a 1 in Spanish, but only one student gives himself a 1 in Euskera. Sixty-seven percent of the students rate their spoken Euskera as a 2 on the scale, compared to 53% of the students who rate their spoken Spanish as a 2. In Euskera, 28% of the students rate themselves as a 3, and one student as a 4. In Spanish one student rates his spoken Spanish as a 4, none as a 3. The following graph illustrates these differences.



In the comparison of the literary skills, the differences between the two languages are slight, but they are even closer in the passive skill of reading than in the active skill of writing, with Spanish edging out Euskera. In reading Euskera, 31% rate themselves as a 1, 47% as a 2, 17% as a 3, and 6% as a 4, giving an average of 2.0. In reading Spanish, 39% rate themselves as a 1, 44% as a 2, 6% as a 3, 8% as a 4, and one student as a 5, for an average of 1.9. In writing Euskera, 6% rate themselves as a 1, 61% as a 2, 31% as a 3, and one student as a 4, for an average of 2.3. In writing Spanish, 17% rate themselves as a 1, 58% as a 2, 17% as a 3, and 8% as a 4, giving an average of 2.2. The students who rate themselves very low should not be considered barely literate, but perhaps as students who have a hard time with academics in general, so rate themselves poorly. Even in a monolingual school in a monolingual society, students with poor language skills do worse at school. Likewise the fact that only one student rated himself as a 1 in speaking Euskera should be considered in light of the fact that this is the language of instruction for them, and their usage is probably corrected frequently by their teachers,

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leading to a sense of not speaking as well as they should. Conversely, Spanish is not a medium for instruction and their use of spoken Spanish is probably rarely corrected by anyone, therefore they think they speak very well. Also, Spanish is the stronger language in the outside environment and all the students must be competent in it. Overall, especially considering the comparison of speaking abilities, Spanish is clearly percieved as the stronger language.

For the purpose of cross-comparison with the rest of the questionnaire, the students' answers to question 2, "How well do you speak Basque?" and question 3, "How well do you understand Basque?" were grouped into the categories of Well, (those who rate themselves as a 1 or a 2) and Not well (those who rate themselves as a 3 or a 4). Eleven students, 31%, say they do not speak Euskera well, and two students, 6%, say they do not understand Euskera well. Those who do not speak Euskera well rate themselves lower on the average in all other areas in Euskera, as well as in writing in Spanish. In understanding, speaking, and reading in Spanish their average is the same or slightly higher than those who speak Euskera well. However, the two students who do not understand Euskera well rate themselves lower on the average in all areas in both languages. These two are probably poor students overall, or at least consider themselves so, and, as noted above, weak language skills mean poor students.

Dominant Language

In question 10, 75% of the students classified themselves as dominant in Spanish, seven students, 19%, said they handled Euskera and Spanish equally, one student classified himself as dominant in Euskera, and one didn't answer the question. The students who

consider themselves as having mixed language dominance do not exhibit a more equal balance between the two languages in the areas of language competence than do the Spanish dominant students, but they all show good language skills in all areas. The Spanish dominant students edge them out slightly in speaking and understanding Spanish, with averages of 1.6 compared to 1.7 and 1.3 compared to 1.4, respectively. In all other areas the mixed dominant students do better, significantly better in speaking and understanding Euskera and, interestingly, in reading in both languages. They are all good students, as are most of the Spanish dominant students, but the few poor students are all Spanish dominant. However, in selecting their language dominance, the students probably took into consideration other factors than only linguistic competence. Language dominance measured in this subjective way has emotional, attitudinal, and social aspects to it which can be seen in other points in the questionnaire. But the fact that eight students do not consider themselves dominant in Spanish is significant. And these students do show some different patterns of use as compared to students who are dominant in Spanish, as examined in a later section.

Only one student classified himself as dominant in Euskera. However, this student's answers on the rest of the survey do not distinguish him from the group of mixed dominance, and hereafter he is considered with them as a group which is not Spanish dominant. He classifies himself exactly the same in both languages in linguistic competence, giving himself a 1 in only understanding each language. His parents do not speak Euskera though he says they both would like to learn. He lives with his mother and sister and speaks both languages equally with his sister, though speaks mostly Spanish at home. He speaks both languages equally with his friends and with his

classmates outside of class. The only slightly different feature shown by this student is that he is 16 years old, older than the majority of the students. However, two of the seven students in the mixed dominance group are also 16. Does their age make them more likely to declare a greater dominance in Euskera?

Parents' Language

The language used by the students' parents was measured in several ways as described in Family Characteristics in **Background Linguistic and Demographic Data.** The chisquare table used for analysis contained the language spoken by each parent, the language used with each parent, and the language used at home.

The parents' language and attitude toward Euskera makes a difference in the dominant language declared by the students, especially the language of the mother. Of the four students with Euskaldunzaharra mothers, three declare mixed dominance, only one is dominant in Spanish. The other three mixed dominant students say that their mothers would like to learn Euskera. The remaining mixed dominant student says his mother used to know Euskera, but forgot it. The four students with Euskaldunzaharra fathers are all dominant in Spanish. Five students with mixed dominance say their fathers would like to learn Euskera, one's father used to know Euskera, but forgot, and one's father is not interested in learning Euskera.

The linguistic competence of the students who speak Euskera or Euskera and Spanish equally with one of their parents is different from those who speak Spanish with their parents. On the average, they rate themselves higher in all four areas in Euskera and lower or the same in all four areas in Spanish. The most significant difference is in

speaking Euskera and Spanish. There is a consistent difference reported by those whose mothers know Euskera, whose fathers know Euskera, and those who speak Euskera with their mothers and with their fathers. See the chart below.

Average spoken linguistic competence compared with parents' language

	Does your mother speak Euskera?		Does your father speak Euskera?		What language do you use with your mother?		What language do you use with your father?	
	Yes	No	Yes	No	Euskera and both	Spanish	Euskera and both	Spanish
How well do you speak Euskera? (averages)	2.0	2.4	1.9	2.5	2.2	2.3	1.8	2.4
How well do you speak Spanish? (averages)	2.0	1.6	1.9	1.6	2.0	1.6	2.3	1.6

This pattern is also seen when linguistic competence is compared to the language used at home, though the differences between the averages are not as great. Students who use mostly Spanish at home rate themselves higher in Spanish and lower in Euskera than those who use Euskera at least half the time at home.

Gender

When the four areas of linguistic communicative competence are examined by gender, a difference can be appreciated in some areas. In general, the boys' answers cover a wider range than the girls'. The girls rate themselves higher than the boys in understanding Euskera and in the literate skills of reading and writing in both languages. The boys rate themselves slightly higher in speaking Euskera and in understanding and speaking Spanish. In most categories the difference between the averages is only one or two decimal places, though in understanding Euskera it is three decimal places, in favor of

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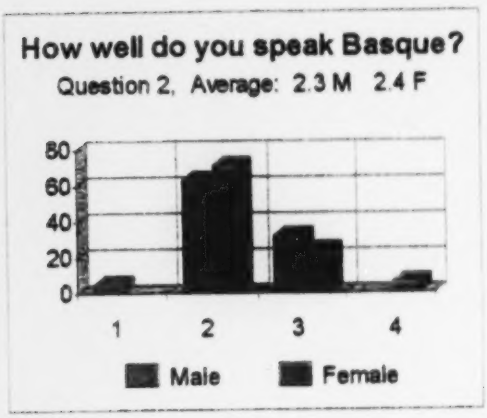
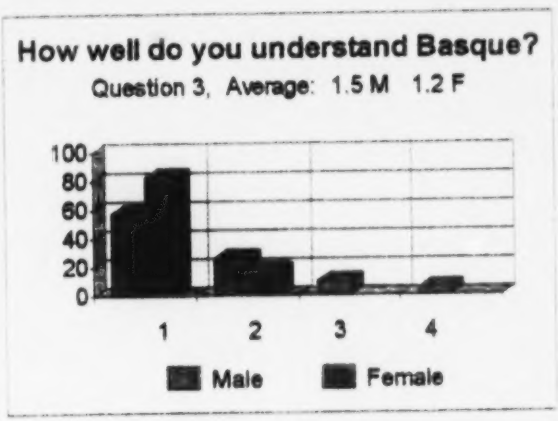
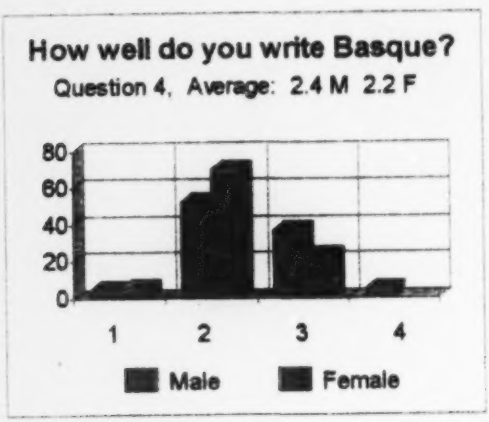
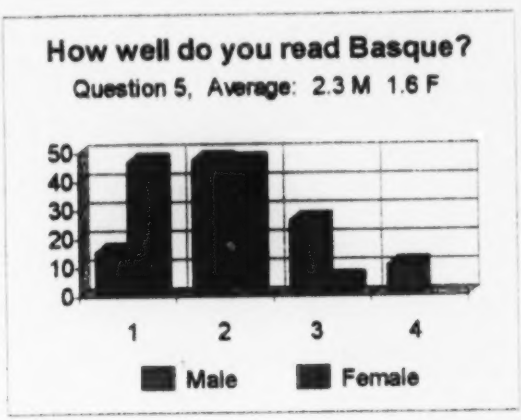
girls, and in reading in both languages the difference is markedly in favor of the girls by eight and nine decimal places. See the following graphs.









Are the girls better at Euskera than the boys, are they better students, are they just more diligent and obedient, or did they just understand the questionnaire better? The differences noted only in these questions about linguistic communicative competence may seem insignificant by themselves, but this differentiation by sex becomes more marked in other sections of the questionnaire.

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A difference between the sexes can also be appreciated in language dominance. Of the boys, 90% are dominant in Spanish, one is dominant in Euskera and one in both languages. Of the girls, 59% claim Spanish dominance, and 35%, six girls, mixed dominance. One girl did not answer this question.

Language Used with Friends

The language usually used with friends was asked directly in question 23J and in question 33 the students were asked how many of their friends speak Euskera. The language used with friends was also touched on indirectly in many other questions about language choice in different places, with different interlocuters, and in different situations, but these indirect questions will be dealt with in **Use of Euskera and Spanish**.

In question 23J, 28% of the students said they used mostly Euskera with their friends, 31% mostly Spanish, and 39% both languages equally. One student didn't answer the question. Therefore more than two-thirds of the students use Euskera with their friends at least half the time. All of the students who speak mostly Spanish with their friends are Spanish dominant. For those students dominant in both languages, and for the one who is dominant in Euskera, speaking only Spanish with their friends is no longer an option. Twenty-five percent speak mostly Euskera and 75% both languages. Interestingly, the students' ability to speak Euskera does not seem to affect the language used with friends. The percentage of students in each of the three language options is similar for those who speak Euskera well and those who do not. However, the two students who say they do not understand Euskera well speak Spanish with their friends. Those who speak well divide themselves among the three options as described.

When asked how many of their friends spoke Euskera, the students were asked to mark their answer on a numerical scale of 1, all or almost all, to 5, none or almost none. Seventeen percent marked a 1, 42% a 2, 28% a 3, 8% a 4, and two students didn't answer the question. Again, the speaking ability of the students in Euskera didn't affect their answers significantly. Sixty percent of those who speak well and 55% of those who do not marked either a 1 or a 2. It is curious to note that while only 8% of those who speak well say almost all of their friends speak Euskera, 36% of those who don't speak well say the same. Perhaps if you don't consider yourself a good speaker, it seems that there are many more people who speak that language around you. The ability to understand Euskera does influence the number of Euskaldun friends, as the two who don't understand well marked a 3 and a 4 in this question.

Language dominance is also an important factor. Of those who are dominant in Euskera and both languages, 87% marked a 1 or a 2, compared with 52% of those dominant in Spanish. And when the number of friends who speak Euskera is compared to the language used with friends, a logical pattern can be seen. Those who speak mostly Euskera with their friends have more friends who speak Euskera. All of those who speak mostly Euskera with their friends marked a 1 or a 2, as did 57% of those who use both languages. The remaining 43% marked a 3. Conversely, those who use mostly Spanish with their friends have fewer friends who speak Euskera, 9% marking a 1, 18% a 2, 36% a 3, 27% a 4, and the rest didn't answer.

Use of Euskera and Spanish

Introduction

A wide range of questions about the use of Euskera and Spanish were included in the survey, seeking to cover most areas of the students' daily lives, including home life, school life, after-school activities, friends, common leisure activities, language use personally, with family, with intimate acquaintances, with acquaintances, with strangers, and in public realms. Questions were also asked about situations involving code-switching and transfering information from one language to another, and about the amount of each language used daily.

The questionnaire sought to examine the overall balance in the use of Euskera and Spanish, though some question ask exclusively about the use of Euskera. Since Euskera is diglossicly the weaker language, it is assumed that when Euskera is not used, by default Spanish is used.

The factors which influence the results of these questions are the dominant language and linguistic competence, language used with friends, gender, and language used at home.

General Results

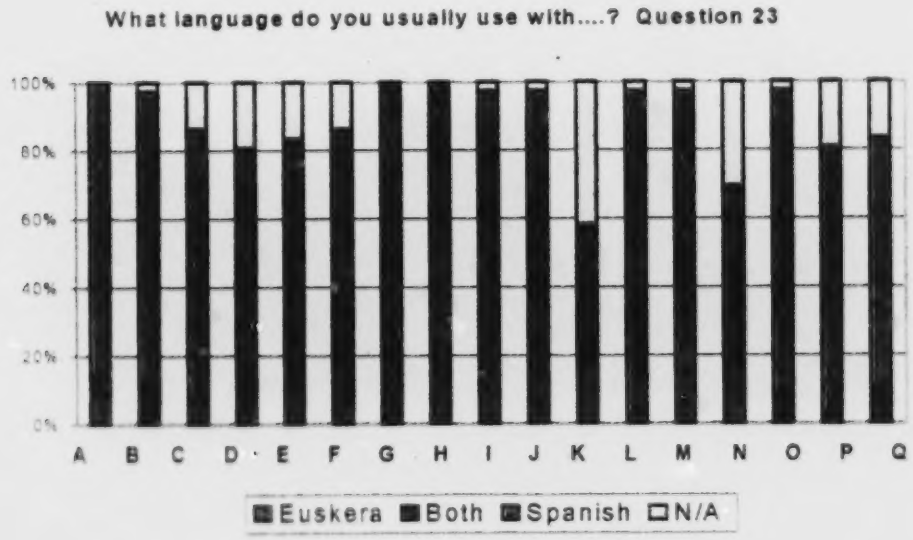
All the students use Euskera daily and regularly as part of their lives. In general, the students tend to use Euskera, exclusively or half of the time, when they feel it is possible, when they feel they have a choice in the matter. The environment of Pamplona is mostly Spanish speaking, so unsurprisingly the students reported that the

strangers in the street, doctors and nurses, waiters, the police, government officials, and at local shops, hospitals, and banks. Some presence of Euskera is noted at church and with priests, which is logical given that historically local priests were responsible for preserving the knowledge of Euskera and the Catholic church has long celebrated liturgies in Euskera. There is also a slight use of Euskera with government officials, which is in keeping with the goals of the linguistic policy of Navarra and Pamplona to provide services in Euskera to those who solicit them and to increase the knowledge Euskera among its employees. Euskera is not used at all at the doctor's office or the hospital. The incidence of the use of Euskera is higher in more personal realms, where the interlocuters are more likely to be family and friends, persons known to the speaker and whose language is known to the speaker too, and where the students believe it is possible for them personally to actively choose Euskera as a viable option. Of course, the use of Euskera is highest at the ikastola, though Euskera is not the sole language used there.

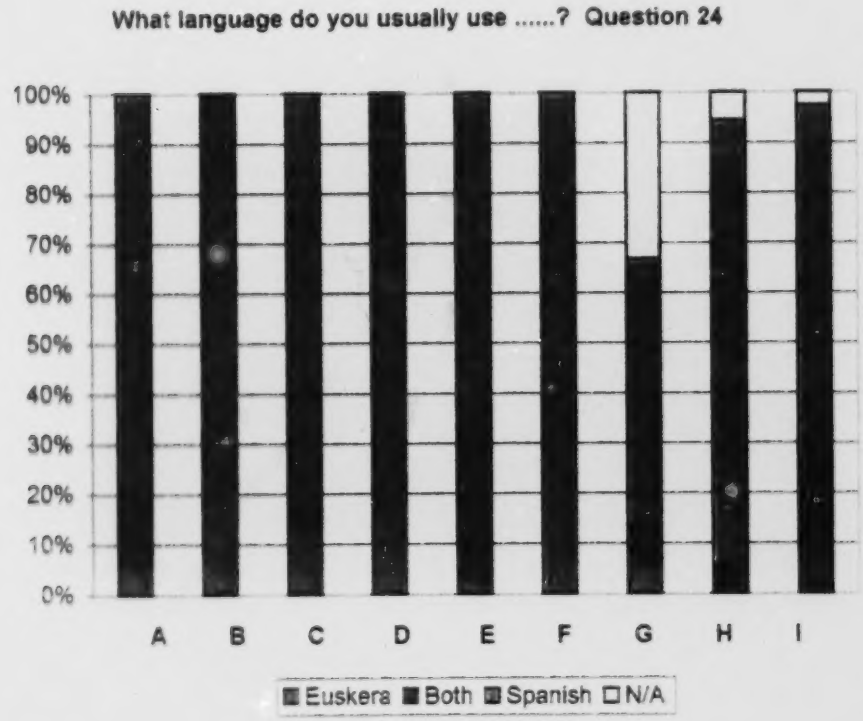
Girls use Euskera more than boys. Students from homes where Euskera is spoken use Euskera more. Students dominant in Euskera or in both languages use Euskera more. Students who speak Euskera or both languages equally with their friends use Euskera more. "Use Euskera more" in this study means that in in the questions where the students answered 1. Mostly Basque, 2. Mostly Spanish, or 3. Both equally, the students who use Euskera more chose either 1 or 3. In several situations, as elaborated in the following section, 2. Mostly Spanish, was not chosen at all. For some students using mostly Spanish is not an option. The common use of Euskera exclusively is not appreciated in this study, but in many cases both languages are used equally.

Results of Specific Questions

Question 23 asked about different interlocuters, moving from those intimate (family), to those well-known to the student (teachers, classmates, friends), to those the student is acquainted with more superficially (local shopkeepers, priests, doctors,) to those unknown to the student and increasingly remote (waiters, police, government officials). The highest use to Euskera was reported with teachers, 92% mostly Euskera, 8% both languages, and with classmates in class, 75% mostly Euskera, 25% both languages. Use of Euskera or both languages is high with classmates outside of class, 86%, with friends, 65%, with siblings, 66%, and lower with boy/girlfriends, 25%. At home Euskera or both languages is used 33% of the time with relatives, with grandparents between 8% and 14%, and with parents between 11% and 14%. In the public realm use of Euskera is greatly reduced, the most notable group being priests, 19%, then falling to 11% with government officials, 8%, with waiters and waitresses, 3% each with police and local shopkeepers, and not at all with doctors. See the following graph.



Question 24 asked about language use in different places or physical contexts, again ranging from the well-known (home, school, school bus) to the less well-known and more public (city bus, church, clubs). The highest level of use is reported at school where 83% use mostly Euskera and 17% both languages, and on the school bus, with 67% and 33% respectively. In the street and on the city bus, places where the students are with their friends, use is relatively high, with 50% and 33%, respectively, who use mostly Euskera or both languages. At home 22% use mostly Euskera or both languages, and at church 14%. At societies and clubs 28% use both languages, and 6% use both languages at a local bank. At the doctor's office or at the hospital, exclusively Spanish is used. The following graph illustrates these statistics.



Question 25 dealt with language use in various situations and at various levels of intimacy, though they were not arranged in a strict order. 25G, H, and I asked about personal language use, when writing notes to yourself, talking to yourself and dreaming. 36% use mostly Euskera, and 39% both languages when making notes for their own use. 18% use mostly Euskera and 39% both languages when they talk to themselves. Eight percent dream mostly in Euskera and 36% in both languages. The use of language in these areas is very important because in them we see each person using language automatically and for his or her own use, for his or her ears and eyes alone. Here the individual does not have to conform to the language imposed in a certain environment, situation, or with certain other people. Here each person uses "what comes naturally " Of course, a person's "natural" being is influenced by their environment in many ways Certainly the high level of Euskera reported in writing notes to oneself has its basis in Euskera being the language of education and literacy for these students. The relatively high level of Euskera used in these personal realms is significant because it shows how much Euskera has been internalized by the students.

Other subquestions in question 25 asked about language use with friends specifying particular language behaviors or particular settings. 25F asked about language use when writing a letter to a friend who knows Basque. Seventy percent use mostly Euskera, 19% both languages equally, and 8% mostly Spanish. One student did not answer the question. 25M read "What language do you usually use when you describe a Spanish film to a Basque-speaking friend?" Forty-seven percent replied mostly Euskera, 28% both languages equally, and 25% mostly Spanish. 25N read "What language do you

usually use when you tell a Basque-speaking friend what another friend told you in Spanish?" Twenty-two percent replied mostly Euskera, 36% both languages equally, and 42% mostly Spanish. Use with friends was also measured indirectly in 25D, "What language do you usually use when you go out on the weekend?" and 25E, "What language do you usually use when you go to a village fiesta?" Both of these are common activities done with friends, D in the Spanish dominant environment of Pamplona, while E implies the likely possibility of being in a village where Euskera is spoken, though there are fiestas in Spanish-speaking villages as well. At a fiesta 11% use mostly Euskera, 50% both languages equally, and 39% mostly Spanish. Out on the weekend, 19% report using mostly Euskera, 47% both languages equally, and 33% mostly Spanish.

Questions 25J, K,and L asked about specific language functions which are particularily interesting where Euskera is concerned. 25K asked about language use when the students swear. A peculiarity of Euskera is that it lacks swear words. Predictably, 83% use Spanish, 8% said they use both languages, and three students didn't answer. 25L asked about language use when the students use slang. Compared to the rich variety of slang in Spanish, Euskera has very little, and predictably, 75% reported using Spanish, 19% both languages, and two students didn't answer. 25J asked about language use when telling jokes, certainly an important behavior among friends. What language is tied to this laughter? Forty-four percent use Spanish, and 50% both languages. Two students didn't answer. It is interesting to note that no one uses mostly Euskera for any of these three functions, the highest use of Euskera is half the time.

25A, B and C asked about language use in situations with acquaintances (neighbors), total strangers (asking a stranger in the street a question), and unknown interlocuters (answering the telephone). When talking to people who live in their apartment building, 92% use Spanish, and 8% use both languages. Eight-three percent use Spanish to ask a stranger a question, 14% both languages, and one student uses Euskera. Given the Spanish-dominant environment of Pamplona, these answers are logical. When answering the telephone, however, the students seem to have more control over the choice of language, they see the possibility for using Euskera. Mostly Euskera is used by 31%, 36% use both languages equally, and 33% mostly Spanish.

Question 26 asked what activites the students do frequently in Euskera. The most popular are listening to music, 89%, listening to the radio, 83%, watching TV, 83%, writing, 72%, and reading books, 58%. Fifty percent read in both languages when reading bilingual material, 6% in Euskera, and 39% in Spanish.

Organized after-school activities, both at the ikastola and at other organizations, are common, as seen in question 27. Euskera is used frequently, exclusively or half the time. Only the percentages for Spanish are cited below, the unstated percentages are understood to be the sum of mostly Euskera and both languages equally. The most popular after-school activity is sports. 86% of the students participate in some sports activity, and half of them use mostly Spanish. This percentage is so high because sports are done in many clubs where Spanish is much more common, not only at the ikastola. Music or dance involve 61%, 19% in Spanish. The ikastola itself offers some musical activities, and traditional Basque dances or instruments are popular activities in

Pamplona and are frequently taught in Euskera. Half are involved in volunteer work, half of those in Spanish. Two-thirds are involved in other, unspecified activities, 42% in Spanish. Extra-curricular language studies are done by 70% of the students, 17% in Spanish and 28% in another language. Sixty percent of the students do other studies, many of which may be extra-help classes for schoolwork. Only 17% use Spanish for these studies.

Given that the students are involved in a variety of daily activities and in many cases they can choose the language they wish to use for these activities, questions 29 – 32 sought to find out if the student take into consideration the language used when choosing different activities. When choosing an after-school activity or something to read, 81% usually or sometimes consider the language used. However when choosing a TV program only 61% usually or sometimes consider the language used, perhaps because there is only one TV channel in Euskera, so there isn't as much to choose from. Question 32 asked if the students considered the language used when choosing friends, which is a different kind of choice than that of an activity, a book or a TV program. 25% replied usually, 36% sometimes, and 39% not usually. That means for 61% the language spoken partially influences their friendships.

Question 33 asked the students to estimate how many of their friends spoke Euskera. They answered on a scale from 1, all or almost all, to 5, none or almost none. Seventeen percent marked a 1, 42% a 2, 28% a 3, 8% a 4, and two students didn't answer the question. For 86% of the students, at least half of their friends speak Euskera.

Comparatively, 67% of the students speak Euskera with their friends at least half the time.

Question 34 asked the students to estimate how many people know Euskera in their neighborhoods and in Pamplona. Answering on the same scale, the students marked a 1 or a 2 more for their neighborhoods than for Pamplona, though the majority answered a 3, 53% for their neighborhoods and 68% for Pamplona. The actual figures are much lower (Elorz, 1996, 424), but these students and others in their age group are not included in the count, and there are more Euskalduns among them than in the adult population. Being able to talk to their peers in Euskera may well influence their estimates of the Euskaldun population as a whole.

Weekend activities were asked about indirectly in question 35, 36, and 37. Seventy-five percent of the students report visiting frequently Basque-speaking villages, perhaps where they have relatives, and 56% of them speak mostly Basque and 33% both languages equally in the villages. However, when the students travel in Navarra in general, 56% use mostly Spanish and 33% both languages equally. Eleven percent rarely travel. These statistics illustrate the phenomenon of Euskera as a language spoken in specific localities. Outside of these nuclei of Euskera, outside of these villages where Euskera is the common, but not the only language, Spanish is the norm, though not the only possibility.

Since the ikastola is the most important context for speaking Euskera for these students, Question 38 and 39 asked how much Euskera and Spanish the students use on a

weekday and a weekend. They answered on a scale from 1, all or almost all, to 5, none or almost none. Use of Euskera is higher during the week and lower on the weekend. Significantly, no one marked a 1 for Euskera on the weekend, and no one marked a 5 for Spanish at any time. See the following table.

	Euskera weekday	Euskera weekend	Spanish weekday	Spanish weekend
1	8.3		5.6	13.9
2	36.1	19.4	11.1	16.7
3	38.9	47.2	55.6	50
4	8.3	19.4	22.2	13.9
5	5.6			
N/A	2.8	5.6	5.6	5.6

Question 53 asked if the students speak Euskera whenever they have the opportunity. Seventy-five percent responsed affirmitively, 19% negatively and 6% didn't answer the question. Those seven students who answered no were asked why not, and given five possible reasons to agree or disagree with. Of these students, 71% gave as a reason that it was easier to speak in Spanish, 57% that it was not the right atmosphere, 43% that it doesn't sound the same in Euskera, 43% that they don't speak Euskera well enough, and 29% that speaking Euskera embarrassses them.

Questions 55, 56 and 57 sought to gather more information about situations of contact, perhaps of conflict, and of code-switching between the two languages. One of the situations was: "If you are in a group speaking Basque, and a person who does not know Basque joins the group, what usually happens? What should happen?" Twenty-two percent responded that they continued talking in Euskera, but 33% believe this is what they should do. Thirty-six percent switch into Spanish, but only 17% believe they should. Thirty-six percent use both languages, and 39% believe they should. Two students didn't answer the first part of the question, and four didn't answer the second part. The students' attitude here is clear, they think they should use more Euskera then they actually do.

The following are other situations and the percentages of affirmative answers. The students were asked if they ever used their languages on purpose in the following ways:

A. Used Spanish at school when you should use Euskera. Yes 25%

B. Used Euskera to exclude someone from the conversation. Yes 44%

C. Answered in Euskera to a person speaking Spanish. Yes 19%

D. Answered in Spanish to a person speaking Euskera. Yes 25%

E. Spoken in Euskera knowing you wouldn't be understood. Yes 28%

F. Refused to switch into Spanish, knowing Euskera was understood. Yes 47%

G. Refused to switch into Euskera, knowing Spanish was understood. Yes 19%

H. Not spoken in Euskera because the situation was uncomfortable. Yes 36%

I. Not spoken in Spanish because the situation was uncomfortable. Yes 39%

J. Translated incorrectly for someone. Yes 33%

The two most common situations, B and F, indicate a rather belligerent, revindicative use of Euskera. It is important to keep in mind that the students are evaluating their own use, and their opinions and attitude influence their answers. Question 56 asked if the students ever switched from one language to another to express a particular idea, an extremely common phenomenon among bilinguals. Forty-seven percent replied yes and 42% no. Attitude may be an influencing factor here. Attitude is discussed more fully in the sections on Language Used At Home and **Attitude toward Euskera**.

Finally, questions 47 – 50 asked the students to estimate their use of Euskera in the past and in the future. Five years ago 50% replied they used Euskera more than now, 22% less, and 22% about the same. Five years from now, 30% said they think they will use more Euskera, 28% less, and 36% about the same. When they graduate from the ikastola, 89% plan to continue studying in Euskera and 58% would like to use mostly Euskera when they start working, 33% both languages, and only 3%, one student, would like to use mostly Spanish in the workplace. Another student declared that the language used is not important to him, and one more didn't answer the question.

Analysis from Different Perspectives

The questions dealing with language use were crossed by chisquare with these factors: dominant language, linguistic competence, gender, language spoken with each parent, language spoken at home, language spoken with friends, and some questions with language spoken at school. Questions where a significant influence has been noted are examined in the following sections.

Dominant Language and Linguistic Competence

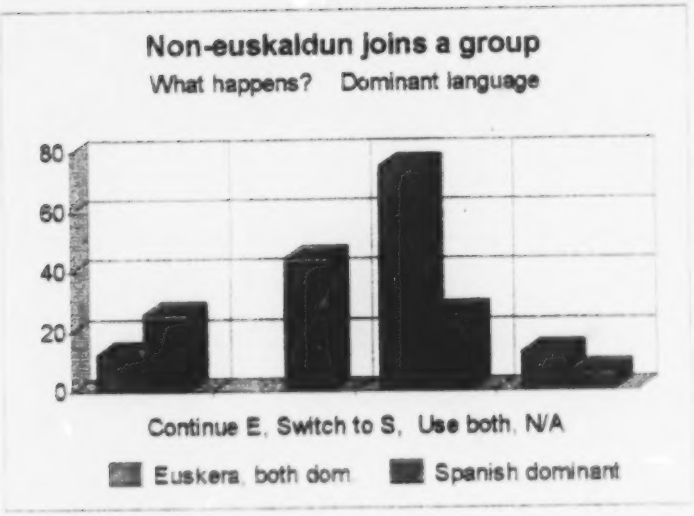
How does language dominance affect the use of Euskera and Spanish? Of concern are two basic groups of students, the 75% who are dominant in Spanish, and the 22% who are dominant in Euskera or both languages equally. One student did not declare his dominance. The linguistic competence of the students will be refered to only when the statistics shed additional light on the results seen in comparison with language dominance. Language use with family members was discussed in Family Characteristics and Parents' Language in the section on **Background Linguistic and Demographic Data** and will not be repeated here.

With their teachers, 92% of the students use Euskera. Why do three students say they use both Euskera and Spanish with their teachers? Not because their Euskera is poor or not frequently used. Surprisingly all have good language skills in Euskera and two are non-Spanish dominant. One speaks Euskera at home. Two are girls, one is a boy. They all use both languages with their friends. Perhaps their high level of ability in Euskera gives them a greater awareness of when they don't use exclusively Euskera, and a greater security in not using Euskera. These students know they know Euskera well, and they know their teachers know they know Euskera well, so using some Spanish with their teachers doesn't matter to them.

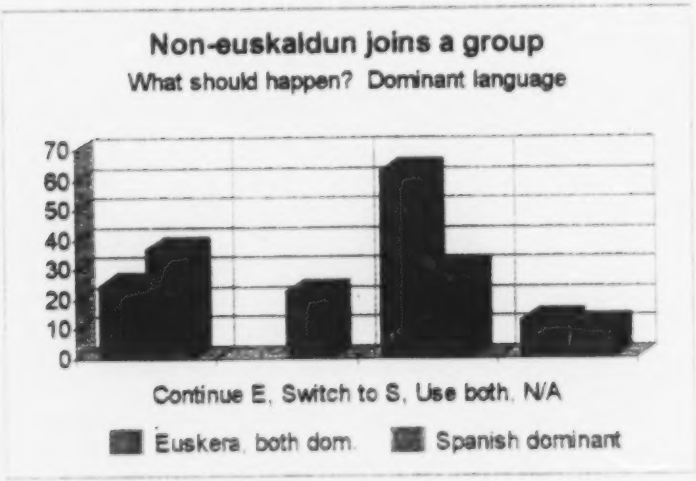
The great majority of the students use mostly Euskera at school, on the school bus, and with their classmates in class. In these cases the few students who answered that they use both languages equally are all Spanish dominant. (This parallel is not found, however, with the three students who use both languages, not just Euskera, with their

teachers.) The small percentage of students who use mostly Spanish is given for the following situations where the majority of students use mostly Euskera or both Euskera and Spanish: with their classmates outside of class, question 23I, 11%; with their friends, question 23J, 31%; when they answer the telephone, question 25B, 33%; when they go out on the weekend, question 25D,33%; when they go to a village fiesta, question 25E, 39%; when they write to an Euskaldun friend, question 25F, 8%; when they make notes for their own use, question 25G, 22%; when they talk to themselves, question 25H, 36%; and when they visit a village where Euskera is spoken, question 36, 7%. In all of these cases, the minority of students who use mostly Spanish are all Spanish dominant. And in all of these cases except the first one, with classmates outside of class, the two students who do not understand Euskera well use mostly Spanish. To phrase it another way, for students with even partial dominance in Euskera, using only Spanish is not an option in these situations. For those that are Spanish dominant, using only Spanish is an option chosen by up to 50% of them.

The two students who plan to study in Spanish after graduating from the ikastola, question 47, are both Spanish dominant. All the mixed dominant students would like to use mostly Euskera when they start working, as asked in question 48, except one who would like to use both languages. Only half of the Spanish dominant students said they would like to use mostly Euskera. All the students who answered in question 53 that they don't use Euskera whenever they have the opportunity (19%) are Spanish dominant. All of the 36% of the students who switch into Spanish in the group situation given in question 57 are Spanish dominant. See the following graph.



Interestingly, the students who believe they shouldn't switch to Spanish are from among these Spanish dominant students, as the graph below indicates. Though they use more Spanish, their attitude is definitely pro-Euskera.



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The comparison of language use with language dominance so far has indicated that Spanish dominant students tend to use less Euskera than those who have mixed dominance. However, in a few questions, the statistics seem to contradict this tendency. These are situation where the great majority of the students use Spanish, but the few students who say they use Euskera or both languages are all Spanish dominant. The examples are: one student who uses Euskera with local shopkeepers, question 23L; one who uses both languages with waiters (the Euskera dominant student also uses both), question 23O; one student who uses both languages with the police, question 23P; four students who use both languages with government officials, question 23Q; two students who use both languages at a local bank,question 24H; three students who use both langauges when they talk to their neighbors, question 25A; five of the six students who use Euskera or both languages when they ask a stranger a question, question 25C; and the three students who use both languages when they swear, question 25K. The numbers are small, but there are clearly a few Spanish dominant students who either have a Euskaldun network of acquaintances, or are militantly pro-Euskera in their attitude, enough so to force the use Euskera where it is not the norm. Or perhaps both descriptions of these students could be true.

Language Used with Friends

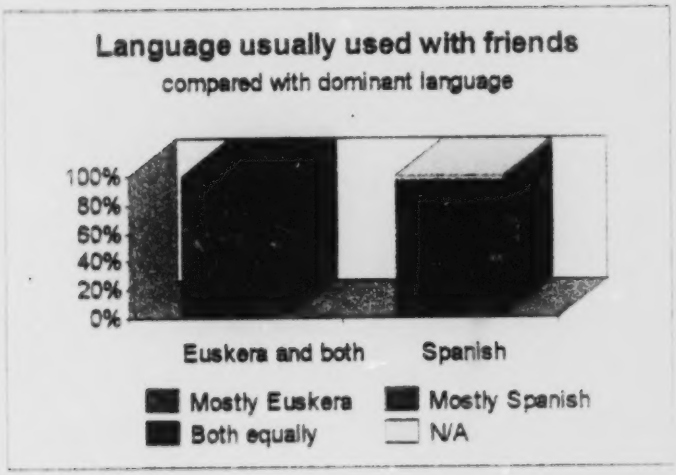
Question 23J asked "What language do you usually use with your friends?" The answers were divided fairly evenly. Of the students, 28% answered mostly Euskera, 31% mostly Spanish, 39% both languages equally, and one student didn't answer. When this information was compared by chisquare with the rest of the survey, some clear distinctions between these groups comes to light. As far as linguistic competence, the students who speak Spanish with their friends have lower averages in all four skill

areas in Euskera, as seen in the following table. In Spanish their linguistic competence is the same as the other groups, except worse in reading.

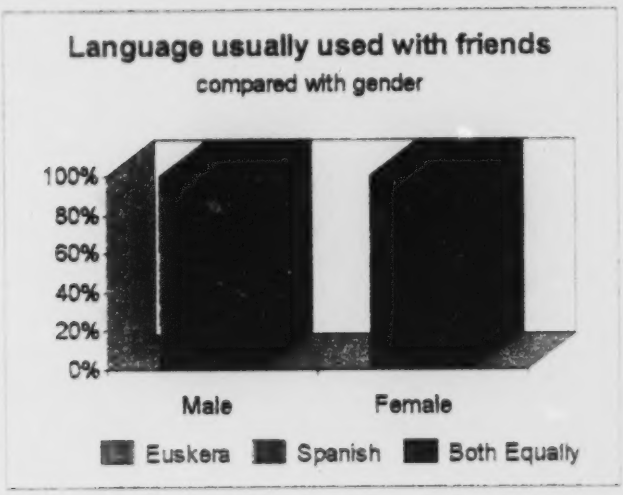
Language used with friends

Linguistic Competence in Euskera	Mostly Euskera	Mostly Spanish	Both Equally
How well do you speak Euskera?	2.3	2.4	2.3
How well do you understand Euskera?	1.3	1.9	1.0
How well do you write Euskera?	2.2	2.5	2.2
How well do you read Euskera?	1.5	2.5	1.9

Dominant language is also a factor of great influence. All of the students who use mostly Spanish with their friends are dominant in Spanish. Of the Spanish dominant students, 26% use mostly Euskera with their friends, 41% use mostly Spanish, 30% use both languages equally, and one student didn't answer the question. The following graph illustrates these statistics.



Gender is factor of surprisingly strong influence. Of those who speak mostly Euskera with their friends, 90% are girls, and of those who speak mostly Spanish with their friends, 82% are boys. Among those who speak both languages equally with their friends, 57% are boys and 43% are girls. The following graph show these surprising statistics.



There is a correlation between the language spoken with friends and the language used at home. None of the students who classifies their parents as speaking Euskera well, with a 1 or a 2, question 14 and 19, use mostly Spanish with their friends. None of those who speak Euskera or both languages with their mothers, question 23A, use mostly Spanish with their friends. None of those who speak Euskera with their fathers, question 23B, and only one of those who speak both languages with their fathers use mostly Spanish with their friends. Exactly the same proportion is seen with the language spoken with grandparents. None of those who speak Euskera or both languages with their maternal grandparents, question 23C, use mostly Spanish with their friends, and none of those who speak Euskera with their paternal grandparents, question 23D, and only one of those who speak both languages with their paternal grandparents use mostly Spanish with their friends. No pattern can be appreciated in language use with siblings, but none of those who speak Euskera or both languages with other relatives, question 23F, use mostly Spanish with their friends. None of those who use mostly Euskera at home and only one of those who use both languages at home, question 24A, use mostly Spanish with their friends.

All of this considered, there are clearly many students who are dominant in Spanish and who use Spanish with their families who nevertheless use mostly Euskera or both Euskera and Spanish with their friends. Of those who use Euskera and both Euskera and Spanish at home, 25% use mostly Euskera with their friends, 13% use mostly Spanish, and 62% use both languages. Of those who use mostly Spanish at home, 29% use mostly Euskera with their friends, 36% use mostly Spanish, 32% use both languages, and one student didn't answer. Of those dominant in Euskera or both languages, 25%

use mostly Euskera with their friends, and 27% use both languages. Of those dominant in Spanish, 26% use mostly Euskera with their friends, 41% use mostly Spanish, 30% use both languages, and one student didn't answer. It can be assumed that the influence of Euskera at the ikastola and with their classmates affects the language that the Spanish dominant students with non-Euskaldun families use with their friends.

In situations where the students are with their friends, as can be expected, the students who speak mostly Euskera or both languages with their friends use Euskera more, and those who speak mostly Spanish with their friends use Spanish more. Students who use Spanish with their friends also have fewer friends who speak Euskera. On the scale in question 33, which asked how many of the students' friends spoke Euskera, students who use Spanish with their friends marked an average of 2.9, compared to an average of 1.6 for those who use Euskera with their friends, and 2.4 for those who use both languages.

At the ikastola, all of the students who say in question 24B that they use both languages at school use mostly Spanish with their friends. With their classmates in class, question 23H, of those who use mostly Euskera with their friends, 80% use Euskera and 20% both languages; of those who use both languages with their friends, 86% use Euskera and 14% use both languages; of those who use mostly Spanish with their friends, 55% use Euskera and 45% use both languages. With their classmates outside of class, question 23I, the percentages are similar. Of those who use mostly Euskera with their friends, 80% use Euskera and 20% both languages; of those who use both languages with their friends, 57% use Euskera, 35% use both languages, and 7% use Spanish; of

those who use mostly Spanish with their friends, 36% use Euskera, 36% use both languages and 27% use Spanish.

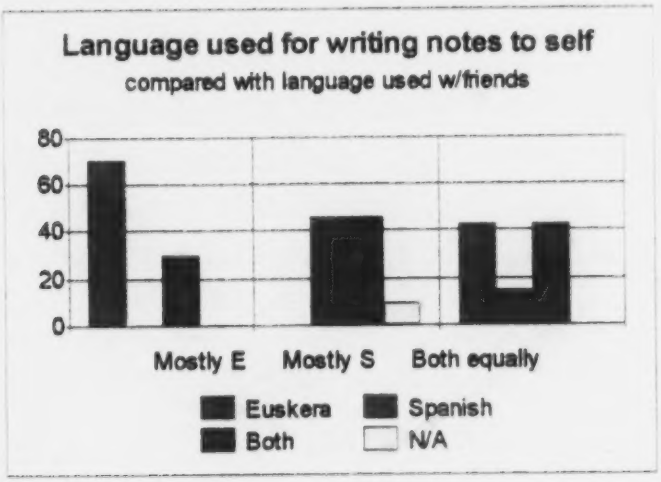
In question 23K, it can be seen that 40% of those who speak mostly Euskera with their friends have a boyfriend or girlfriend and they all use mostly Euskera with them. The percentages of those who speak mostly Spanish and both languages with their friends are similar to each other in this question. All of those who speak mostly Spanish with their friends use mostly Spanish in the street and on the city bus. Of them, 91% use Spanish at clubs, 82% use Spanish when they answer the telephone, 73% use mostly Spanish when they go out on the weekend, and 82% use Spanish at at village fiesta. The full statistics are listed in the chart on the following page for comparison.

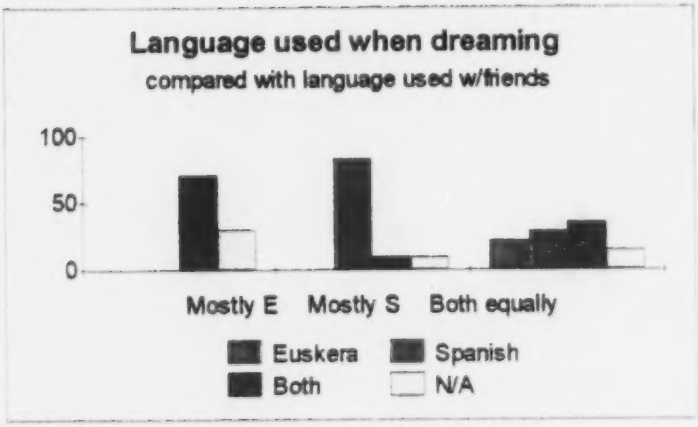
Notable is the consistently high use of Euskera by those who use mostly Euskera with their friends, as seen in 24D, 25C, D, F, and M. The last question, 25N, shows a sharp contrast with this trend. This question asks what language the students use to tell an Euskaldun friend what another friend said in Spanish. In this situation of directly reported speech, the students who normally use Euskera with their friends just say it in Spanish, while the others students make a considerable effort to translate. Perhaps this shows a feeling of security in speaking Euskera among those who use it with their friends, who use it a lot. They are secure enough to switch into Spanish for a few sentences, knowing that it will not affect their general high use of Euskera. They don't have to be militant and translate every possible item. This attitude is discussed more in the section on **Attitude toward Euskera**.

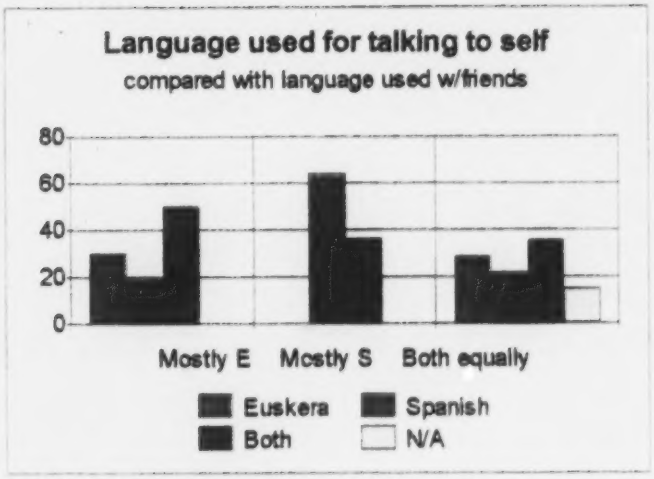
Language used with friends

Language used		Mostly Euskera	Mostly Spanish	Both equally
In the street				
	Mostly Euskera	40		7.1
	Mostly Spanish	10	100	35.7
24C	Both equally	50		57.1
On the school bus				
	Mostly Euskera	100	45.5	64.3
	Mostly Spanish			
24D	Both equally		54.5	35.7
On the city bus				
	Mostly Euskera	10		
	Mostly Spanish	60	100	42.9
24E	Both equally	30		57.1
At a society or club				
	Mostly Euskera			
	Mostly Spanish	60	90.9	57.1
24I	Both equally	40	9.1	35.7
	N/A			7.1
When you answer the telephone				
	Mostly Euskera	50		42.9
	Mostly Spanish	20	81.8	7.1
25B	Both equally	30	18.2	50
When you go out on the weekend				
	Mostly Euskera	40		21.4
	Mostly Spanish	10	72.7	21.4
25D	Both equally	50	27.3	57.1
At a village fiesta				
	Mostly Euskera	30		7.1
	Mostly Spanish	20	81.8	21.4
25E	Both equally	50	18.2	71.4
Write a friend who knows Euskera				
	Mostly Euskera	90	54.5	71.4
	Mostly Spanish	10	18.2	
	Both equally		27.3	21.4
25F	N/A			7.1
Describe a Spanish film to an Euskaldun	Mostly Euskera	90	27.3	35.7
	Mostly Spanish	10	36.4	21.4
25M	Both equally		36.4	42.9
Tell an Euskaldun what another told you in Spanish	Mostly Euskera	20	9.1	35.7
	Mostly Spanish	70	54.5	7.1
25N	Both equally	10	36.4	57.1

The three questions asking about personal language use, 25G, H,and I, also show a significant difference when compared to the language used with friends. Those who use Euskera with their friends show a much higher use of Euskera in these personal realms, those who use mostly Spanish a much higher use of Spanish, and those who use both languages in between. Those students who use mostly Euskera with their friends seem to have internalized Euskera to a much higher degree. See the following graphs.







Those students who use mostly Euskera with their friends take into consideration the language used when they choose friends more often than other students, as seen in question 32. Of those who use Euskera with their friends, 50% usually consider the language used when choosing friends, 10% sometimes, and 40% not usually. Of those who use mostly Spanish with their friends, 9% answered usually, 55% sometimes and 45% not usually. Of those who use both languages with their friends, 21% answered usually, 43% sometimes, and 36% not usually. Not only do 28% of the students use mostly Euskera with their friends, but half of this group consciously choose to do so, by selecting friends that use Euskera.

The students who use mostly Euskera with their friends report using Euskera more and Spanish less than other students on weekdays and weekends, as seen in questions 38 and 39. The averages are:

Language used w/friends:	Euskera	Spanish	Both
Euskera on a weekday (averages)	2.2	3.0	2.8
Euskera on a weekend (averages)	2.4	3.6	3.4
Spanish on a weekday (averages)	3.2	3.0	2.8
Spanish on a weekend (averages)	3.2	2.4	2.6

Lastly, the two students who plan to continue studying in Spanish when they graduate from the ikastola, and the one student who would like to use mostly Spanish when he starts working, and the one who says that the language he uses when he starts working in not important to him, all use mostly Spanish with their friends. Knowing and using Euskera doesn't seem to be of much value to these students.

Gender

Differences based on gender have already been discussed in Dominant Language and Linguistic Competence and Language Used with Friends. The clear differences in the behavior of the boys and the girls are surprising because these differences seem to be based directly on gender. The girls don't use Euskera more because there are more girls with Euskaldun families, the numbers are exactly the same for both sexes, or because they have been at the ikastola longer, all the students have been there since they were small, but somehow the influence of Euskera at the ikastola has affected the girls differently from the boys. From similar family backgrounds and with the same school experience, the girls have gained greated linguistic competence in Euskera, more girls are dominant in both languages, and more girls use Euskera with their friends. Could it be that the girls are more obedient and accepting of the "rule" that school is for Euskera

and of the idea that Euskera needs to be used to be used as a living language to be revived? Or perhaps girls by nature can accept and internalize more readily linguistic codes? Marked differences between the sexes can also be appreciated in other questions of the survey.

Four girls speak Euskera or both languages equally with their mothers, compared to only one boy. Three boys speak Euskera or both languages equally with their fathers, compared to only one girl. Since, as we have seen, the language used with one's mother is slightly more influential than the language used with one's father in determining the dominant language and the language spoken at home, the fact that there are more girls with Euskaldun mothers may influence to some degree the stronger showing in Euskera by the girls, but four girls speaking Euskera with their mothers can not account for the behavior of all seventeen girls in this study. Indeed, the figures for language used at home are the same for both sexes. One boy and one girl use mostly Euskera, three boys and three girls use both languages equally, and the rest all use mostly Spanish.

Girls do seem to be more "obedient" at school and use more Euskera than the boys. In the language used with teachers, question 23G, no difference is appreciated, one boy and two girls use both languages compared to the rest who use mostly Euskera, but in the language used with classmates, questions 23 H and 23I, the difference is clear, as seen in the following table.

Language used with classmates compared with sex, percentages

		Mostly Euskera	Mostly Spanish	Both Equally	N/A
Language used with classmates in class	Male	68.4		31.6	
	Female	82.4		17.6	
Language used with classmates out of class	Male	31.6	15.8	47.4	5.3
	Female	82.4	5.9	11.8	

While the majority of the students use Euskera at school and on the school bus, questions 24B and 24D, those who use both languages are mostly boys. At school, 26% of the boys and 6% of the girls use both languages. On the school bus, 58% of the boys and 6% of the girls use both languages. Question 55A asked if the students have ever used Spanish at school when they should use Euskera. Of the boys, 42% answered yes, but only 6% of the girls. The girls are more obedient about using Euskera at school.

Outside of school, as noted previously, the girls use Euskera more with their friends than the boys. The girls also have more friends who speak Euskera. In question 33, all of the girls answered a 3 or higher, for an average of 1.8, compared to the boys' average of 2.8. Girls use more Euskera with their boyfriends, question 23K. Of the girls, 24% use mostly Euskera, compared to 5% of the boys, 6% of the girls use both languages, compared to 16% of the boys, and 30% of the girls use mostly Spanish, compared to 37% of the boys. In the street, question 24C, the percentages for the girls are: 29% mostly Euskera, 29% mostly Spanish, and 41% both languages. For boys the percentages are: 68% mostly Spanish and 32% both languages. Out on the weekend, question 25D, 36% of the girls use mostly Euskera, 18% mostly Spanish, and 47% both

languages. Of the boys, 5% use mostly Euskera, 47% mostly Spanish, and 47% both languages. At a village fiesta, question 25E, 12% of the girls use mostly Euskera, 29% mostly Spanish, and 59% both languages. Of the boys, 11% use mostly Euskera, 39% mostly Spanish, and 42% both languages. The girls use more Euskera to describe a Spanish film to an Euskaldun friend, question 25M. Of the girls, 71% use mostly Euskera, 6% mostly Spanish, and 23% both languages. Of the boys, 26% use mostly Euskera, 42% mostly Spanish, and 32% both languages. The girls use more Euskera when they answer the telephone, question 25B. Only 18% use mostly Spanish, compared to 47% of the boys. No girls speak mostly Spanish at an Euskaldun village, question 36.

In the three questions about language use in personal realms, question 25G, H, and I, girls use Euskera more, indicating they have internalized Euskera more than the boys. See the following table.

Language use in personal realms compared by gender

		Mostly Euskera	Mostly Spanish	Both Equally	N/A
Language used for making notes for own use	Male	10.5	42.1	47.4	
	Female	64.7		29.4	5.9
Language used for talking to self	Male	5.3	52.6	31.6	10.5
	Female	35.3	17.6	47.1	
Language used for dreaming	Male	5.3	63.2	10.5	21.1
	Female	11.8	11.8	64.7	11.8

Overall, the girls report a higher use of Euskera and the boys a higher use of Spanish, as seen in questions 38 and 39. For the use of Euskera on a weekday, the girls rate themselves as an average of 2.3, the boys 3.0; on a weekend, the girls average 2.8 and the boys 3.6. For the use of Spanish on a weekday, the girls rate themselves as an average of 3.1, the boys 2.9; on a weekend, the girls average 2.9 and the boys 2.4.

The situation or context for language use seems to affect the boys more than the girls, as seen in the statistics listed above, and in two questions about when a language is not used. Question 55H asked if the students have ever purposefully not spoken in Euskera because the situation was uncomfortable. Of the boys, 53% answered yes, but only 18% of the girls. Question 55I asked if the students have ever purposefully not spoken in Spanish because the situation was uncomfortable. Of the boys, 63% answered yes, but only 12% of the girls. Substantiating this response are the responses to questions 53 and 54. When asked if they spoke Euskera whenever they had the opportunity, only 21% of the boys and 18% of the girls answered no, but the reasons they gave for not speaking are different for each sex, indicating that the boys are more influenced by the contextual situation than the girls. Half of the boys said they didn't speak were embarrased to speak Euskera. None of the girls were. Of the boys, 75% said they didn't speak because it was not the right atmosphere, and the other 25% didn't answer. Only 33% of the girls complained that it was not the right atmsophere, 67% answered plainly no.

In general the girls are more accommodating of persons who don't speak Euskera. Fewer girls report using Euskera to exclude someone from the conversation, question 55B, only 23%, compared to 63% of the boys. In question 56, when a non-Euskaldun

joins a group speaking Euskera, 42% of the boys continue talking in Euskera, none of the girls do. Thirty-two percent of the boys switch into Spanish, compared to 42% of the girls, and 21% of the boys use both languages, compared to 53% of the girls. As noted before, many of those who switch into Spanish don't think that they should, most of these boys saying they should continue speaking in Euskera, be even less accommodating, and these girls divided between continuing in Euskera or not answering the question, not knowing what is the best solution. All of those who say they have purposefully answered in Euskera to a person speaking Spanish,question 55C, are boys, 37% of them. Of the boys, 37% also say they have purposefully answered in Spanish to a person speaking Euskera, question 55D, compared to 12% of the girls. Forty-seven percent of the boys report that they have purposefully spoken in Euskera knowing that they wouldn't be understood, question 55E, compared to 6% of the girls. The boys seem to enjoy going against the grain more, as if even though they don't use Euskera as much as the girls, they are more militant in their attitude.

Language Used at Home

The language the students reported using at home, question 24A, when crossed by chisquare with rest of the survey yielded the following results. The eight students who use mostly Euskera or both languages equally at home, hereafter refered to as those who use Euskera at home, predictably use more Euskera and both languages with their parents, as described in **Background Linguistic and Demographic Data**: Family Characteristics, and more Euskera with their siblings, 38% compared to 11% of those who use mostly Spanish at home. However, there are more students in this latter group who use both languages with their siblings, 46%, compared to 12% of those who use Euskera at home.

With friends and classmates, these students tend to use both languages more than mostly Euskera, contrary in some instances to what those students who use mostly Spanish at home do. In general, those students who use Euskera at home show a slightly higher use of Euskera with their friends, but are less concerned and militant about using Euskera. Perhaps they feel they have such a strong base in Euskera that they have the security not to be militant.

Of the students who use Euskera at home, 25% use mostly Euskera with their friends, 13% mostly Spanish, and 62% both languages, as seen in question 23J. By comparison, 29% of those who use Spanish at home use mostly Euskera with their friends, 36% mostly Spanish, 32% both languages, and one student didn't answer. The greatest difference is seen in the use of both languages with friends, not in the use of mostly Euskera. With their classmates in class, question 23H, instead of using more Euskera, 37% of those who use Euskera at home report using both languages, compared to 21% of those who use Spanish at home. With their classmates outside of class, question 23I, the difference is even more marked. Of those who use Euskera at home, 37% use mostly Euskera and 63% use both languages. Of those who use Spanish at home, 61% use mostly Euskera, 14% use mostly Spanish, 21% use both languages, and one student didn't answer. For those with Euskaldun homes, using mostly Spanish is not an option with their classmates, but they use both languages more, not mostly Euskera more. With their boy and girlfriends, question 23K, 50% of those who use Euskera at home use mostly Spanish, 13% use both languages, and none report using mostly Euskera. By comparison, 29% of those who use Spanish at home use mostly Spanish, 11% both

languages, and 18% mostly Euskera. In the street, question 24C, 38% of those who use Euskera at home use mostly Spanish, 62% use both languages, and none report using mostly Euskera. By comparison, 54% of those who use Spanish at home use mostly Spanish, 29% both languages, and 18% mostly Euskera.

The students who use Euskera at home report more use of Euskera in the personal realms explored in questions 25G, H, and I, especially in the language used when dreaming where 75% of those who use Euskera at home report dreaming mostly in Euskera or in both languages, compared to 39% of those who use Spanish at home. Of those who use Euskera at home, 75% use both languages when writing notes for their own use, and 13% use mostly Euskera. By comparison, only 29% of those who use Spanish at home use both languages, but 43% report using mostly Euskera.

Both groups have about the same number of Euskaldun friends, question 33, with averages of 2.4 and 2.3, but 62% of those who use Euskera at home say they do not usually consider the language used when choosing friends, question 32, while only 32% of those who use Spanish at home say the same. This lack of concern about what language they speak can be seen also in the average daily use of Euskera and Spanish, questions 38 and 39. Those who use Euskera at home report less use of Euskera than those who use Spanish at home. On a weekday, 3.1 compared to 2.5, and on a weekend, 3.4 compared to 3.1. The averages in Spanish for the two groups are almost the same, differing by only one decimal place.

The students who use Euskera at home seem more sensitive to uncomfortable linguistic situations, as asked about in questions 55H and I, where 50% report not speaking in Euskera because the situation was uncomfortable, compared to 32% of those who use Spanish at home. For not speaking in Spanish because the situation was uncomfortable, the figures are 50% and 36%, respectively. Also, though the number of students who do not speak Euskera whenever they have the opportunity, question 53, are similar in each group, the reasons they give for not speaking are different. Only 33% of those who speak Euskera at home say that it's easier to speak in Spanish, an option chosen by all those who use Spanish at home, but 67% of those who use Euskera at home say that when they don't speak Euskera it's because they are embarrassed, and option chosen by none of those who speak Spanish at home.

In question 55, when questioned about particular code-switching situations, no clear stance is seen. A seemingly militant, pro-Euskera position in some answers is contradicted in others. Of those who use Euskera at home, 50% have spoken in Euskera knowing that they wouldn't be understand, compared to 21% of those who use Spanish at home, and 75% of those who use Euskera at home have refused to switch into Spanish, knowing Euskera is understood, compared to 39% of those from Spanish-speaking homes. However, 38% of those who use Euskera at home have answered in Spanish to a person speaking Euskera, compared to 21% of those from Spanish-speaking homes. Furthermore, 38% of those who use Euskera at home have refused to switch into Euskera, knowing Spanish is understood, compared to 14% of those from Spanish-speaking homes. Also, in the situation described in question 57, asking about the language used when a non-Euskaldun joins an Euskaldun group, of those who switch

into Spanish but don't feel they should, the ones who use Euskera at home feel they should use both languages, and those who use Spanish at home feel they should continue in Euskera. Those who use Spanish at home seem to have a more militant attitude about using Euskera, even though they use Euskera less. Perhaps those who use Euskera at home are secure enough in their knowledge of and oppourtunities for using Euskera to not feel the need to insist on using it in other situations. Attitudes are discussed more in the section on **Attitude toward Euskera**.

The language used at home also has an influence on how much Euskera the students used in the past and hope to use in the future, as seen in questions 49 and 50. Overall, 72% of the students used Euskera more or equally five years ago and 67% think they will use Euskera more or equally in five years time. They place a positive value on knowing and using Euskera, though seem to indicate that at the present they are in a relatively lower point as far as the daily use of Euskera is concerned. This pattern is especially noteworthy when compared to the language used at home. Of the students who use mostly Spanish at home, 54% say they used Euskera more in the past, compared to 38% of those who use Euskera at home, and 36% think they will use Euskera more in five years time, compared to 13% of those who use Euskera at home. Of those who use Spanish at home, 25% think they will use Euskera less in the future, compared to 38% of those who use Euskera at home. Those students with Spanish-speaking homes seem to have somewhat more ambition to use Euskera in the future, or perhaps those with Euskaldun homes realistically acknowledge that when they grow and leave home, they will lose a daily base of contact with Euskera, so will speak less. Obviously, both groups will lose the daily contact with Euskera at the ikastola when they

graduate. But at present the students seem to be positive about the continuing role of Euskera in their lives in the future.

Attitude Toward Euskera

General Results

Overall, the students show a very positive attitude toward Euskera and toward the ikastola. They are all interested in promoting the use of Euskera, interested in having more people learn Euskera, proud of their own knowledge, and happy with the ikastola. There is even a tendency for those who use Euskera less to be more militant in their pro-Euskera attitude. Those who use Euskera more are more secure in their knowledge and less militant, but definitely pro-Euskera.

Results of Specific Questions

Question 66 is a Gutmann scale to measure attitude toward Euskera, based on the Gutmann scale developed and used in the study reported in Petrizan (1996, 340-341) to measure the attitude toward Euskera among the inhabitants of Navarra. This scale was developed using the standard procedure for Gutmann scales. A number of statements were elaborated and then given to about 100 people who were instructed to indicate if they agreed or disagree with them. From their answers the eight most significantly definitive statements were selected and ranked on a scale whereby if a person agrees with one statement it can be predicted accurately that he also agrees with the preceeding statements. For the present study at the ikastola, only one change was introduced in the statements elaborated for the scale. The original stated "I would like my children to

know or have known Basque." For the purpose of using the scale in a questionnaire for 15-year-olds, the statement was modified to " I would like my parents to know Basque."

The statements of the scale were:

1. All persons in Navarre should have the opportunity to learn Basque.
2. I would like my parents to know Basque.
3. The government of Navarre should spend more money to promote the use of Basque.
4. Basque should be a required subject for all schoolchildren in Navarre.
5. If I had a child, I would send him or her to an ikastola or Basque school.
6. The government of Navarre should require its employees to know Basque.
7. In an ideal future, only Basque will be spoken in Navarre.
8. All persons in Navarre should be required to learn Basque soon.

The answers to the original scale formed four groups. Those who didn't agree with any statements or with only 1, 2 and 3 were considered to have a negative attitude toward Euskera. Those who only agreed with 1, 2, 3, and 4 were classified as indifferent. Those who agreed with 1, 2, 3, 4, 5, and/or 6 were considered to have a positive attitude. And those who agreed with 1, 2, 3, 4, 5, 6, 7, and/or 8 were classified as very positive. In the present study among students at the ikastola, the results of the scale, perhaps unsurprisingly, place 89% of the students as having a very positive attitude toward Euskera. The remaining students are classified as having a positive attitude. One student didn't finish the questionnarie, so did not answer these questions.

The students' positive attitude toward Euskera as measured on the Gutmann scale can also be seen in their answers to the various sub-questions of question 60. Eighty-three percent agree that "To be Basque you need to speak Basque," 92% that Euskera is "important for preserving the Basque culture," 81% that Euskera is "an appropriate language for using with family and friends," 83% "for using in villages," and 86% "for university and professional use." Even 75% agree that Euskera is appropriate "for scientific investigation." The great majority therefore believe that Euskera is a language viable not just in intimate, family or local orbits, but also as an appropriate vehicle in laboral, educational, cultural, and even scientific realms.

Sánchez Carrión outlines seven basic matrix functions for a language: identity, family, laboral, local, national, civilizational, and international. (1987, 75) The students surveyed in this study seem to believe that Euskera is capable of fufilling at least the first five of these functions. This belief and their very positive attitude may be important bases for achieving the revival of Euskera. When asked about the current situation of Euskera, in question 61, 19% believe that Euskera is slowly dying, 50% that it's maintaining the same position, 17% that it's reviving slowly and 11% that it's reviving rapidly. In question 62 and 63 it is seen that 92% agree that governmental promotion of Euskera is necessary, though only 22% give that the governments of Pamplona and Navarra a 1 or a 2 on their efforts to promote Euskera. In question 64, 97% of the students responded that they personally participate in activities to promote Euskera, and 94% believe that attending such activities is important for promoting Euskera. When asked in question 65 about other ways to personally promote Euskera, 97% believe it is important to "use Basque as much as possible," 95% to "speak Basque to my children,

when I have them," (Curiously, only one students, a girl, disagrees with this statement. She is dominant in Spanish and speaks mostly Spanish at home, so perhaps instead of considering her answer as showing a negative attitude toward Euskera it could be seen as a very realistic answer. Since Euskera is not her mother tongue, she does not think she could speak it as a mother to her children.) 92% to "learn as much Basque as possible," 86% to "be conscious and informed about the situation of the Basque language," 83% to "revindicate government action," and 75% to "be proud of knowing Basque." These percentages could have been even higher, but one student did not finish the survey so did not answer these questions. The very positive attitude resulting from the Gutmann scale is clearly convalidated by these statistics.

A positive attitude toward Euskera is also shown in questions about language use in the student's past and future, questions 47 – 50, as noted in **Use of Euskera and Spanish** in the sections: Results of Specific Questions and Language Used at Home. The comments made then will not be repeated here, except to note that the majority of the students plan to continue studying in Euskera, hope to use Euskera when they start working, and think they will use Euskera more or equally in five years time.

The attitude shown by the answers to the questions on code switching and the languages in contact, questions 53 – 57, have been discussed in **Use of Euskera and Spanish** in the sections: Results of Specific Questions, Dominant Language and Linguistic Competence, Gender, and Language Used at Home. The general attitude is positive, with some militancy seen by the boys and by those who use Euskera less well and less often. The girls and those who use Euskera often tend to be more relaxed about using

Euskera, perhaps because they feel more secure about their Euskaldun knowledge, environment and habits and are therefore more self-confident.

Question 58 asks directly "What is your opinion of people you have frequent contact with who don't know Euskera?" Five statements were listed and the students asked to agree or disagree with each. The statements and the answers were:

A. It's not important to me. Agree 53% Disagree 42% N/A 6%

B. They should learn. Agree 75% Disagree 19% N/A 6%

C. They don't need to learn. Agree 25% Disagree 69% N/A 6%

D. They're not Basque. Agree 50% Disagree 36% N/A 14%

E. They're not interested in Basque culture. Agree 36% Disagree 56% N/A 8%

However, when these statements, especially the first one, are examined by comparison with various factors, differences can be appreciated. For statement A, 80% of those who use Euskera with their mothers agree, as do 100% of those who use Euskera with their fathers, 75% of those who use Euskera at home, 71% of those with dominant in Euskera and both languages, and 79% of those who use both languages with their friends. In all these cases the comparison Spanish group agreed between 45% and 52% of the time. This data substantiates the tendency for those who use Euskera more to be more secure and less militant. Contradicting this is the group who uses mostly Euskera with their friends, of whom only 20% agree with statement A, a possibly militant stance, mitigated by the fact that only 10% of this group agree with statement E, implying that the stance is not so militant after all. For the other statements, the difference in the overall percentages of the different groups is not very significant.

Question 59 asked "What does being bilingual mean to you?" and listed seven statements for the students to agree or disagree with, as follows:

A. It's natural. Yes 94% No 3% N/A 3%

B. It's an intellectual advantage. Yes 83% No 14% N/A 3%

C. It's an advantage in this society. Yes 89% No 8% N/A 3%

D. It's important for experiencing the Basque culture. Yes 97% N/A 3%

E. It's valuable for getting a job. Yes 86% No 11% N/A 3%

F. It's usefulness is limited. Yes 36% No 39% N/A 25%

G. It's not important to me. Yes 19% No 75% N/A 6%

The overall positive attitude is apparent, and consistently reflected in comparative analysis with all factors. The very few students who answer "No" to statements A, B, C and E are all dominant in Spanish and all use Spanish with their parents and Spanish at home, and most are boys. However, there is no one student who answered "No" to all these four statements, so there is no particular student with a negative attitude to single out.

Attitude Toward the Ikastola

The attitude toward the ikastola is very positive. All of the students answered yes to question 40 "Do you like studying in Basque in an ikastola?" and all agreed with the statement in question 52L "The ikastola is a positive environment for speaking Basque." Question 52 listed seventeen statements about the ikastola, and asked the students to agree or disagree with them. Summarizing the statistics, the students think that the teachers and staff speak Euskera very well, 83% and 81% respectively, and 36% and

31% of the students say the teachers and staff sometimes use Spanish. Only 44% think that the students speak Euskera very well, and 64% say that the students sometimes use Spanish, 56% say the some students use Spanish whenever they can. Eighty-one percent disagree that Euskera is used only for classwork, and 92% affirm that the ikastola functions mostly in Euskera. Forty-two percent feel that the use of Euskera is imposed on the students and 19% say that the students can be reprimanded for using Spanish.

The general positive attitude toward the ikastola and the use of Euskera there is reinforced through comparison with the various factors of influence. There is no factor that produces an inversion of the data, though they add a bit of depth. The three students who disagree that the ikastola functions mostly in Euskera are all dominant in Spanish, and use mostly Spanish with their parents, at home, and with their friends. Those students who use Euskera at home are more positive about the use and quality of the teachers' Euskera and more critical of the use and quality of Euskera of the staff and the students. Fifty percent say the staff speaks Euskera very well, and 25% say the students speak very well, compared to 89% and 59%, respectively, for those who use Spanish at home. The girls are more positive than the boys in their appraisal of the teachers, the staff, and the ikastola, as illustrated by the 94% of the girls who say the teachers speak Euskera very well, compared to 74% of the boys. Also, the girls are more negative than the boys about the use and quality of Euskera of the students. Of the boys, 53% say the students speak Euskera very well, compared to 35% of the girls. Again the overall attitude toward the ikastola is very positive for all students.

CHAPTER 4

CONCLUSIONS

These teenaged students know Euskera well, are proud of knowing it, value their bilingualism, and use Euskera about as much as Spanish on a daily basis. The majority have learned Euskera at the ikastola, and are happy to have done so, though they don't consider themselves as knowing it as well as they know Spanish. The majority consider Spanish their dominant language and rate their linguistic competence in Spanish slightly higher than in Euskera. However the few students with a Euskaldun parent rate their linguistic competence slightly higher in Euskera than in Spanish. The girls rate their linguistic competence slightly higher than the boys in Euskera, and the boys slightly higher than the girls in Spanish. The students'attitude toward Euskera is overwhelmingly positive. In situations where the students believe it is possible to use Euskera, the majority choose to use Euskera at least half the time, to use both languages equally.

The highest incidence of use of Euskera is at the ikastola, followed by use with friends, with siblings, for personal use, in after-school activities, and at home, tapering to very little use in the larger public realm. Factors which influence language use are the language used with friends, dominant language, gender, and the language used at home. Students who use Euskera with friends and at home, and who say they are dominant in Euskera or in both languages, tend to use Euskera more. Girls tend to use Euskera more

than boys. But even among those students who are male, dominant in Spanish, and use Spanish at home and with their friends, the use of Euskera is significant. These students are less likely to use Euskera, but effectively do often chose to use it, especially to use both languages equally, and indeed, seem to be somewhat more militant in their pro-Euskera attitude. Attitude toward Euskera has not been found to be a factor of influence in language use in this study, because the students' attitude toward Euskera is uniformly positive, but it is an indication of the value the students place on Euskera and of the likelihood that they will continue to use Euskera in the future.

Do these fifteen-year-olds use more Euskera than the average adult in Pamplona? Yes, they do, though outside of the ikastola the domains of use are similar to those of an Euskaldun adult - mostly with friends and family members. When they are adults, will they continue to use Euskera? Very likely so. Though there are few contexts outside of the ikastola where the students report using exclusively Euskera, there are many where they use both languages equally, and some contexts where using mostly Spanish is not an option. They also report a extensive network of Euskaldun friends, and use Euskera often with them, a relationship they will probably retain when they graduate and leave the Euskaldun environment of the ikastola. The high use of Euskera with friends and with siblings, and the positive attitude toward Euskera and toward the future of Euskera make it very likely that these students will continue to use Euskera as adults in their relationships to friends and siblings, and they hope in their jobs as well, and they are very likely to transmit both Euskera and a pro-Euskera attitude to their children.

More studies of this age group are needed to increase our knowledge of their behavior and attitudes. It would be interesting to repeat this study at other ikastolas, in Pamplona and in other places with different linguistic profiles, and see if other students are similar. Studies of students at schools where both languages are taught, and attitude studies of students at Spanish schools would also be useful. A study over time would also be fascinating, either repeating the survey in five years time with a new group of fifteen-year-olds, and noting the differences, or surveying the same subjects a few years from now to see how they may have changed. By studying Euskaldun children, perhaps the future of Euskera can be glimpsed.

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APPENDIX

Survey of the Use of Basque and Spanish 80

Chisquare tables Survey questions compared with gender, dominant language, language spoken with mother, with father, and at home. 93

Survey of the Use Basque and Spanish

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Read the questions and circle the number of your answer. This is not a test of your English. This is a serious survey to learn about how you use Basque and Spanish. Give your honest opinion. If you do not understand something, ask for help. Answer all the questions you can. Leave blank any questions you can't answer. Thank you for your cooperation.

Age:_____Sex:_____

1. Do you speak:
1. Euskera batua?
2. a dialect?
3. Both?

2. How well do you speak Basque? (Circle a number on the scale)
1 = very well 5 = not at all
1 --- 2 --- 3 --- 4 ---5

3. How well do you understand Basque?
1 --- 2 --- 3 --- 4 ---5

4. How well do you write Basque?
1 --- 2 --- 3 --- 4 ---5

5. How well do you read Basque?
1 --- 2 --- 3 --- 4 ---5

6. How well do you speak Spanish?
1 --- 2 --- 3 --- 4 ---5

7. How well do you understand Spanish?
1 --- 2 --- 3 --- 4 ---5

8. How well do you write Spanish?
1 --- 2 --- 3 --- 4 ---5

9. How well do you read Spanish?
1 --- 2 --- 3 --- 4 ---5

10. Which is your dominant language?
1. Basque
2. Spanish
3. Both equally

11. Where was your mother born?
1. In Pamplona.
2. In another part of Navarre.
3. In another part of the Basque Country outside of Navarre.
4. Outside of the Basque Country.

12. What is your mother's educational level?
1. Little or no schooling
2. Primary school
3. Secondary school
4. University

13. What is your mother's job?
1. Agriculture
2. Industry, factory, or workshop
3. Services, shops
4. Housework
5. Business
6. Public Employee
7. Professional
8. Retired
9. Unemployed
10. Other

14. Does your mother know Basque?
1 = very well 5 = not at all
1 --- 2 --- 3 --- 4 ---5

15. Which statement best describes your mother?
1. She is a native speaker of Basque (euskaldunzaharra).
2. She learned Basque (euskaldunberri).
3. She is learning Basque.
4. She used to know Basque, but forgot it.
5. She would like to learn Basque.
6. She is not interested in learning Basque.

16. Where was your father born:
1. In Pamplona.
2. In another part of Navarre.
3. In another part of the Basque Country outside of Navarre.
4. Outside of the Basque Country.

17. What is your father´s educational level?
1. Little or no schooling
2. Primary school
3. Secondary school
4. University

18. What is your father´s job?
1. Agriculture
2. Industry, factory, or workshop
3. Services, shops
4. Housework
5. Business
6. Public Employee
7. Professional
8. Retired
9. Unemployed
10. Other

19. Does your father know Basque?
1 = very well 5 = not at all
1 --- 2 --- 3 --- 4 ---5

20. Which statement best describes your father?
1. He is a native speaker of Basque (euskaldunzaharra).
2. He learned Basque (euskaldunberri).
3. He is learning Basque.
4. He used to know Basque, but forgot it.
5. He would like to learn Basque.
6. He is not interested in learning Basque.

21. Do your brothers and/or sisters speak Basque?
1. Yes
2. No
3. I don´t have any.

22. Who lives with you at your house?
a. MOTHER
1. Yes
2. No

b. FATHER
1. Yes
2. No

c. SISTER(S)
1. Yes
2. No

d. BROTHER(S)
1. Yes
2. No

e. GRANDPARENT(S)
1. Yes
2. No

f. OTHER RELATIVES
1. Yes
2. No

g. OTHERS
1. Yes
2. No

23. What language do you usually use with:

a. YOUR MOTHER?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

b. YOUR FATHER?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

c. YOUR MATERNAL GRANDPARENTS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

d. YOUR PATERNAL GRANDPARENTS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

e. YOUR BROTHERS AND/OR SISTERS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

f. OTHER RELATIVES?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

g. YOUR TEACHERS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

h. YOUR CLASSMATES IN CLASS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

i. YOUR CLASSMATES OUTSIDE OF CLASS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

j. YOUR FRIENDS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

k. YOUR BOYFRIEND/ GIRLFRIEND?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

l. LOCAL SHOPKEEPERS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

m. DOCTORS AND NURSES?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

n. PRIESTS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

o. WAITERS AND WAITRESSES?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

p. THE POLICE?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

q. GOVERNMENT OFFICIALS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

24. What language do you usually use:

a. AT HOME?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

b. AT SCHOOL?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

c. IN THE STREET?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

d. ON THE SCHOOL BUS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

e. ON THE CITY BUS?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

f. AT THE DOCTOR'S OFFICE OR HOSPITAL?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

g. AT CHURCH?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

h. AT A LOCAL BANK?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

i. AT A SOCIETY OR CLUB?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

25. What language do you usually use in the following situations?

a. WHEN YOU TALK TO PEOPLE WHO LIVE IN YOUR BUILDING?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

b. WHEN YOU ANSWER THE TELEPHONE?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

c. WHEN YOU ASK A STRANGER IN THE STREET A QUESTION?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

d. WHEN YOU GO OUT ON THE WEEKEND?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

e. WHEN YOU GO A VILLAGE FIESTA?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

f. WHEN YOU WRITE A LETTER TO A FRIEND WHO KNOWS BASQUE?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

g. WHEN YOU MAKE NOTES FOR YOUR OWN USE?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

h. WHEN YOU TALK TO YOURSELF?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

i. WHEN YOU ARE DREAMING?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

j. WHEN YOU TELL JOKES?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

k. WHEN YOU SWEAR?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

l. WHEN YOU USE SLANG?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

m. WHEN YOU DESCRIBE A SPANISH FILM TO A BASQUE-SPEAKING FRIEND?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

n. WHEN YOU TELL A BASQUE-SPEAKING FRIEND WHAT ANOTHER FRIEND TOLD YOU IN SPANISH?
1. Mostly Basque
2. Mostly Spanish
3. Both equally

26. What activities do you frequently do in Basque?

a. READ NEWSPAPERS AND/OR MAGAZINES
1. Yes
2. No

b. READ BOOKS FOR PLEASURE
1. Yes
2. No

c. READ COMICS
1. Yes
2. No

d. WRITE
1. Yes
2. No

e. WATCH TV
1. Yes
2. No

f. LISTEN TO THE RADIO
1. Yes
2. No

g. LISTEN TO MUSIC
1. Yes
2. No

h. WATCH VIDEOS
1. Yes
2. No

i. ATTEND TALKS OR CONFERENCES IN BASQUE
1. Yes
2. No

j. ATTEND DEMONSTRATIONS
1. Yes
2. No

k. OTHER
1. Yes
2. No

27. What language do you use in after-school activities? (Mark language used for each activity you participate in.)

a. SPORTS
1. Mostly Basque
2. Mostly Spanish
3. Both equally

b. MUSIC OR DANCE
1. Mostly Basque
2. Mostly Spanish
3. Both equally

c. VOLUNTEER WORK
1. Mostly Basque
2. Mostly Spanish
3. Both equally

d. LANGUAGE STUDY
1. Mostly Basque
2. Mostly Spanish
3. Both equally
4. Another language

e. OTHER STUDIES
1. Mostly Basque
2. Mostly Spanish
3. Both equally

f. OTHER ACTIVITIES
1. Mostly Basque
2. Mostly Spanish
3. Both equally

28. In what language do you read bi-lingual material? (Advertisements, propanganda, annoucements, etc)
1. Basque
2. Spanish
3. Both

29. Do you consider the language used when you choose an activity?
1. Yes, usually
2. Sometimes
3. Not usually

30. Do you consider the language used when you choose something to read?
1. Yes, usually
2. Sometimes
3. Not usually

31. Do you consider the language used when you choose a TV program?
1. Yes, usually
2. Sometimes
3. Not usually

32. Do you consider the language used when you choose your friends?
1. Yes, usually
2. Sometimes
3. Not usually

33. How many of your friends speak Basque?
1 = all or almost all
5 = none or almost none
1 --- 2 --- 3 --- 4 --- 5

34. How many people do you think know Basque in your neighborhood? In Pamplona?
1 = all or almost all
5 = none or almost none
a. NEIGHBORHOOD
1 --- 2 --- 3 --- 4 --- 5

b. PAMPLONA
1 --- 2 --- 3 --- 4 --- 5

35. Do you frequently visit a village where Basque is spoken?
1. Yes
2. No

36. If yes, what language do you use there?
1. Mostly Basque
2. Mostly Spanish.
3. Both equally

37. When you visit different places in Navarre, what language do you use?
1. Mostly Basque
2. Mostly Spanish
3. Both equally
4. I rarely travel

38. How much do you use Basque on a weekday? On a weekend?
1 = all or almost all
5 = none or almost none
a. WEEKDAY
1 --- 2 --- 3 --- 4 --- 5

b. WEEKEND
1 --- 2 --- 3 --- 4 --- 5

39. How much do you use Spanish on a weekday? On a weekend?
1 = all or almost all
5 = none or almost none
a. WEEKDAY
1 --- 2 --- 3 --- 4 --- 5

b. WEEKEND
1 --- 2 --- 3 --- 4 --- 5

40. Do you like studying in Basque in an ikastola?
1. Yes
2. No

41. If no, what would you prefer:
1. Studying in Spanish?
2. Studying partly in Spanish, partly in Basque?
3. Studying in another language?

42. At what age did you begin ikastola?
1. 3 or 4 years old
2. 5 or 6 years old
3. 7 or 8 years old
4. 9 or older

43. Studying in Basque is:
1 = easy 5 = difficult
1 --- 2 --- 3 --- 4 --- 5

44. Studying in Spanish is:
1 = easy 5 = difficult
1 --- 2 --- 3 --- 4 --- 5

45. What mark did you get on your last test in Spanish?
1 = excellent 5 = poor
1 --- 2 ---3 --- 4 --- 5

46. What mark did you get on your last test in Basque?
1 = excellent 5 = poor
1 --- 2 ---3 --- 4 --- 5

47. When you graduate from this school, what do you plan to do?
1. Continue studying in Basque.
2. Continue studying in Spanish.
3. I will not continue studying.

48. When you start working, would you like to:
1. Use mostly Basque?
2. Use mostly Spanish?
3. Use both languages?
4. It's not important to me.

49. Five years ago, how much did you use Basque ?
1. More than I do now.
2. Less than I do now.
3. About the same as I do now.

50. Five years from now, how much do you think you will use Basque?
1. More than I do now.
2. Less than I do now.
3. About the same as I do now.

51. What should be the language used in schools in Navarra?
1. Basque only
2. Basque, with Spanish as a subject
3. Both Basque and Spanish equally
4. Spanish, with Basque as a subject
5. Spanish only
6. Each school should decide

52. Do you agree with these statements about your ikastola?
a. ALL THE TEACHERS SPEAK BASQUE VERY WELL.
1. Agree
2. Disagree

b. SOME TEACHERS DON'T SPEAK BASQUE VERY WELL.
1. Agree
2. Disagree

c. ALL THE STAFF (secretaries, cooks, etc) SPEAK BASQUE VERY WELL.
1. Agree
2. Disagree

d. SOME OF THE STAFF DON'T SPEAK BASQUE VERY WELL.
1. Agree
2. Disagree

e. ALL THE STUDENTS SPEAK BASQUE VERY WELL.
1. Agree
2. Disagree

f. SOME STUDENTS DON'T SPEAK BASQUE VERY WELL.
1. Agree
2. Disagree

g. THE TEACHERS SOMETIMES USE SPANISH.
1. Agree
2. Disagree

h. THE STAFF SOMETIMES USE SPANISH.
1. Agree
2. Disagree

i. THE STUDENTS SOMETIMES USE SPANISH.
1. Agree
2. Disagree

j. SOME STUDENTS USE SPANISH WHENEVER POSSIBLE.
1. Agree
2. Disagree

k. BASQUE IS USED ONLY FOR CLASSWORK.
1. Agree
2. Disagree

l. THE IKASTOLA IS A POSITIVE ENVIRONMENT FOR SPEAKING BASQUE.
1. Agree
2. Disagree

m. THE IKASTOLA ISN'T A POSITIVE ENVIRONMENT FOR SPEAKING BASQUE.
1. Agree
2. Disagree

n. THE TEACHERS AND STAFF IMPOSE THE USE OF BASQUE ON THE STUDENTS.
1. Agree
2. Disagree

o. STUDENTS CAN BE REPRIMANDED FOR USING SPANISH.
1. Agree
2. Disagree

p. THE IKASTOLA FUNCTIONS MOSTLY IN BASQUE.
1. Agree
2. Disagree

q. THE IKASTOLA DOESN'T FUNCTION MOSTLY IN BASQUE.
1. Agree
2. Disagree

53. Do you speak Basque whenever you have the opportunity?
1. Yes, usually.
2. No, not usually.

54. If no, why not?
a. IT'S EASIER TO SPEAK IN SPANISH
1. Yes
2. No

b. IT DOESN'T SOUND THE SAME IN BASQUE
1. Yes
2. No

c. IT EMBARRASSES ME TO SPEAK IN BASQUE.
1. Yes
2. No

d. I DON'T SPEAK BASQUE WELL ENOUGH.
1. Yes
2. No

e. IT'S NOT THE RIGHT ATMOSPHERE.
1. Yes
2. No

55. Have you ever used your languages on purpose in the following ways?
a. USED SPANISH AT SCHOOL WHEN YOU SHOULD USE BASQUE.
1. Yes
2. No

b. USED BASQUE TO EXCLUDE SOMEONE FROM THE CONVERSATION.
1. Yes
2. No

c. ANSWERED IN BASQUE TO A PERSON SPEAKING SPANISH.
1. Yes
2. No

d. ANSWERED IN SPANISH TO A PERSON SPEAKING BASQUE.
1. Yes
2. No

e. SPOKEN IN BASQUE KNOWING THAT YOU WOULDN'T BE UNDERSTOOD.
1. Yes
2. No

f. REFUSED TO SWITCH INTO SPANISH, KNOWING THAT BASQUE WAS UNDERSTOOD.
1. Yes
2. No

g. REFUSED TO SWITCH INTO BASQUE, KNOWING THAT SPANISH WAS UNDERSTOOD.
1. Yes
2. No

h. NOT SPOKEN IN BASQUE BECAUSE THE SITUATION WAS UNCOMFORTABLE.
1. Yes
2. No

i. NOT SPOKEN IN SPANISH BECAUSE THE SITUATION WAS UNCOMFORTABLE.
1. Yes
2. No

j. TRANSLATED INCORRECTLY FOR SOMEONE.
1. Yes
2. No

56. Do you ever switch from one language to another to express a specfic idea?
1. Yes
2. No

57. If you are in a group speaking Basque, and a person who does not know Basque joins the group, what usually happens? What should happen?
a. WHAT USUALLY HAPPENS.
1. We continue talking in Basque.
2. We switch into Spanish.
3. We use both languages.

b. WHAT SHOULD HAPPEN.
1. We should continue to talk in Basque.
2. We should switch into Spanish.
3. We should use both languages.

58. What is your opinion of people you have frequent contact with who don´t know Basque?

a. IT DOESN´T MATTER TO ME.
1. Agree
2. Disagree

b. THEY SHOULD LEARN.
1. Agree
2. Disagree

c. THEY DON´T NEED TO LEARN.
1. Agree
2. Disagree

d. THEY´RE NOT BASQUE.
1. Agree
2. Disagree

e. THEY´RE NOT INTERESTED IN THE BASQUE CULTURE.
1. Agree
2. Disagree

59. What does being bi-lingual mean to you?

a. IT´S NATURAL.
1. Yes
2. No

b. IT´S AN INTELLECTUAL ADVANTAGE.
1. Yes
2. No

c. IT´S AN ADVANTAGE IN THIS SOCIETY.
1. Yes
2. No

d. IT´S IMPORTANT FOR EXPERIENCING THE BASQUE CULTURE.
1. Yes
2. No

e. IT´S VALUABLE FOR GETTING A JOB.
1. Yes
2. No

f. IT´S USEFULNESS IS LIMITED.
1. Yes
2. No

g. IT´S NOT IMPORTANT TO ME.
1. Yes
2. No

60. What is your opinion of the Basque language?

a. TO BE BASQUE, YOU NEED TO SPEAK BASQUE.
1. Agree
2. Disagree

b. IT´S IMPORTANT FOR PRESERVING BASQUE CULTURE.
1. Agree
2. Disagree

c. IT´S AN APPROPRIATE LANGUAGE FOR USING WITH FAMILY AND FRIENDS.
1. Agree
2. Disagree

d. IT´S AN APPROPRIATE LANGUAGE FOR USING IN VILLAGES.
1. Agree
2. Disagree

e. IT'S AN APPROPRIATE LANGUAGE FOR UNIVERSITY AND PROFESSIONAL USE.
1. Agree
2. Disagree

e. IT'S AN APPROPRIATE LANGUAGE FOR SCIENTIFIC INVESTIGATION.
1. Agree
2. Disagree

f. IT'S THE SAME AS ANY OTHER LANGUAGE.
1. Agree
2. Disagree

61. What is your opinion of the situation of the Basque language?
1 = reviving rapidly
5 = dying rapidly
1 --- 2 --- 3 --- 4 --- 5

62. Do you think it is necessary to promote the use of Basque in Pamplona and in Navarre?
a. PAMPLONA
1. Yes
2. No

b. NAVARRE
1. Yes
2. No

63. What do you think of the efforts of the city of Pamplona and the Government of Navarre to promote Basque?
1 = a lot done 5 = nothing done
a. PAMPLONA
1 --- 2 --- 3 --- 4 --- 5

b. NAVARRE
1 --- 2 --- 3 --- 4 --- 5

64. Do you participate in activities to promote Basque? (Korrika, Nafarroa Oinez, etc)
1. Yes, often.
2. Yes, sometimes.
3. No, I've never participated, but I'd like to.
4. I'm not interested.

65. What can you do for the Basque language? Do you think it is important to:
a. USE BASQUE AS MUCH AS POSSIBLE?
1. Yes
2. No

b. LEARN AS MUCH BASQUE AS POSSIBLE?
1. Yes
2. No

c. SPEAK BASQUE TO YOUR CHILDREN, WHEN YOU HAVE THEM?
1. Yes
2. No

d. BE PROUD OF KNOWING BASQUE?
1. Yes
2. No

e. ATTEND ACTIVITIES WHICH PROMOTE BASQUE?
1. Yes
2. No

f. BE CONCIOUS AND INFORMED ABOUT THE SITUATION OF BASQUE?
1. Yes
2. No

g. REVINDICATE GOVERNMENT ACTION?
1. Yes
2. No

66. Do you agree with the following statements?

a. ALL PERSONS IN NAVARRE SHOULD HAVE THE OPPORTUNITY TO LEARN BASQUE
1. Agree
2. Disagree

b. I WOULD LIKE MY PARENTS TO KNOW BASQUE
1. Agree
2. Disagree

c. THE GOVERNMENT OF NAVARRE SHOULD SPEND MORE MONEY TO PROMOTE THE USE OF BASQUE
1. Agree
2. Disagree

d. BASQUE SHOULD BE A REQUIRED SUBJECT FOR ALL SCHOOLCHILDREN IN NAVARRE
1. Agree
2. Disagree

e. IF I HAD A CHILD, I WOULD SEND HIM OR HER TO AN IKASTOLA OR A BASQUE SCHOOL
1. Agree
2. Disagree

f. THE GOVERNMENT OF NAVARRE SHOULD REQUIRE ITS EMPLOYEES TO KNOW BASQUE
1. Agree
2. Disagree

g. IN AN IDEAL FUTURE, ONLY BASQUE WILL BE SPOKEN IN NAVARRE
1. Agree
2. Disagree

h. ALL PERSONS IN NAVARRE SHOULD BE REQUIRED TO LEARN BASQUE SOON
1. Agree
2. Disagree

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
Age											
AGE											
14-15	80,6	*73,7	*88,2	62,5	*85,2	80,0	*80,6	50,0	*83,9	62,5	*85,7
16-17	19,4	*26,3	11,8	*37,5	14,8	20,0	*19,4	*50,0	16,1	*37,5	14,3
Media	15,1	15,1	15,2	15,4	15,1	15,2	15,1	15,5	15,1	15,4	15,1
Desviación	0,6	0,6	0,5	0,5	0,6	0,4	0,6	0,5	0,6	0,5	0,6
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
Sex											
SEX											
Male	52,8	*1...		25,0	*63,0	20,0	*58,1	75,0	*48,4	50,0	*53,6
Female	47,2		*1...	*75,0	*37,0	*80,0	*41,9	25,0	*51,6	50,0	*46,4
Do you speak?											
V1											
Euskera batua	80,6	*78,9	*82,4	62,5	*85,2	20,0	*90,3	50,0	*83,9	50,0	*89,3
Both	16,7	15,8	17,6	25,0	14,8	*60,0	9,7	*50,0	12,9	*37,5	10,7
Ns/Nc	2,8	5,3		*12,5		*20,0			3,2	*12,5	
How well do you speak Basque?											
V2											
1	2,8	5,3			3,7		3,2	*25,0		*12,5	
2	66,7	*63,2	*70,6	*1...	*55,6	80,0	*64,5	75,0	*64,5	*75,0	*64,3
3	27,8	*31,6	23,5		*37,0	20,0	*29,0		*32,3	12,5	*32,1
4	2,8		5,9		3,7		3,2		3,2		3,6
Media	2,3	2,3	2,4	2,0	2,4	2,2	2,3	1,8	2,4	2,0	2,4
Desviación	0,6	0,5	0,6		0,6	0,4	0,6	0,4	0,5	0,5	0,6
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
How well do you understand Basque?											
V3											
1	69,4	*57,9	*82,4	*1...	*59,3	80,0	*67,7	*1...	*67,7	*87,5	*64,3
2	22,2	26,3	17,6		*29,6	20,0	*22,6		*22,6	12,5	*25,0
3	5,6	*10,5			7,4		6,5		6,5		7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Media	1,3	1,5	1,2	1,0	1,5	1,2	1,4	1,0	1,4	1,1	1,4
Desviación	0,6	0,7	0,4		0,6	0,4	0,6		0,6	0,3	0,6
Base de estadísticos	35	18	17	8	26	5	30	4	30	8	27
How well do you write Basque?											
V4											
1	5,6	5,3	5,9		7,4		6,5	*25,0	3,2	12,5	3,6
2	61,1	*52,6	*70,6	*87,5	*51,9	60,0	*61,3	25,0	*64,5	37,5	*67,9
3	30,6	*36,8	23,5	12,5	*37,0	40,0	*29,0	50,0	*29,0	*50,0	25,0
4	2,8	5,3			3,7		3,2		3,2		3,6
Media	2,3	2,4	2,2	2,1	2,4	2,4	2,3	2,3	2,3	2,4	2,3
Desviación	0,6	0,7	0,5	0,3	0,7	0,5	0,6	0,8	0,6	0,7	0,6
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
How well do you read Basque?											
V5											
1	30,6	15,8	*47,1	*62,5	18,5	20,0	*32,3		*32,3	12,5	*35,7
2	47,2	*47,4	*47,1	25,0	*55,6	*80,0	*41,9	75,0	*45,2	*75,0	*39,3
3	16,7	*26,3	5,9	12,5	*18,5		*19,4	25,0	16,1	12,5	*17,9
4	5,6	*10,5			7,4		6,5		6,5		7,1
Media	2,0	2,3	1,6	1,5	2,1	1,8	2,0	2,3	2,0	2,0	2,0
Desviación	0,8	0,9	0,6	0,7	0,8	0,4	0,9	0,4	0,9	0,5	0,9
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
How well do you speak Spanish?											
V6											
1	41,7	*47,4	35,3	25,0	*48,1		*48,4		*48,4	12,5	*50,0
2	52,8	42,1	*64,7	*75,0	*44,4	*1...	*45,2	75,0	*48,4	*75,0	*46,4
4	2,8	5,3			3,7		3,2		3,2		3,6
Media	1,7	1,7	1,6	1,8	1,6	2,0	1,6	2,3	1,6	2,0	1,6
Desviación	0,7	0,8	0,5	0,4	0,7		0,7	0,4	0,7	0,5	0,7
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
How well do you understand Spanish?											
V7											
1	75,0	*84,2	*64,7	62,5	*77,8	40,0	*80,6	75,0	*74,2	*75,0	*75,0
2	22,2	10,5	*35,3	37,5	18,5	*60,0	16,1	25,0	*22,6	25,0	*21,4
3	2,8	5,3			3,7		3,2		3,2		3,6
Media	1,3	1,2	1,4	1,4	1,3	1,6	1,2	1,3	1,3	1,3	1,3
Desviación	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,4	0,5	0,4	0,5
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
How well do you write Spanish?											
V8											
1	16,7	*26,3	5,9		*22,2		*19,4		*19,4		*21,4
2	58,3	36,8	*82,4	*87,5	*48,1	*80,0	*54,8	75,0	*58,1	*75,0	*53,6
3	16,7	21,1	11,8	12,5	*18,5	20,0	16,1		16,1	12,5	*17,9
4	8,3	*15,8			*11,1		9,7	25,0	6,5	12,5	7,1
Media	2,2	2,3	2,1	2,1	2,2	2,2	2,2	2,5	2,1	2,4	2,1
Desviación	0,8	1,0	0,4	0,3	0,9	0,4	0,8	0,9	0,8	0,7	0,8
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
"How well do you read Spanish?											
V9											
1	38,9	36,8	*41,2	37,5	*37,0	20,0	*41,9		*45,2	25,0	*42,9
2	44,4	31,6	*58,8	50,0	*44,4	*80,0	*38,7	50,0	*45,2	50,0	*42,9
3	5,6	*10,5		12,5	3,7		6,5	*25,0	3,2	12,5	3,6
4	8,3	*15,8			*11,1		9,7	25,0	6,5	12,5	7,1
5	2,8	5,3			3,7		3,2				3,6
Media	1,9	2,2	1,6	1,8	2,0	1,8	1,9	2,8	1,7	2,1	1,9
Desviación	1,0	1,2	0,5	0,7	1,1	0,4	1,1	0,8	0,8	0,9	1,0
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
Which is your dominant language?											
V10											
Basque	2,8	5,3		*12,5			3,2		3,2		3,6
Spanish	75,0	*89,5	*58,8		*1...	40,0	*80,6	*1...	*71,0	62,5	*78,6
Both equally	19,4	5,3	*35,3	*87,5		*60,0	12,9		*22,6	25,0	17,9
Ns/Nc	2,8		5,9				3,2		3,2	*12,5	
Where was your mother born?											
V11											
In Pamplona	55,6	*63,2	47,1	50,0	*59,3	20,0	*61,3	50,0	*58,1	37,5	*60,7
In another part of Navarre	33,3	26,3	*41,2	37,5	*29,6	*60,0	*29,0	25,0	*32,3	37,5	*32,1
In another part of the Basque Country	2,8	5,3		*12,5		*20,0			3,2	*12,5	
Outside of the Basque Country	8,3	5,3	11,8		*11,1		9,7	25,0	6,5	12,5	7,1

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What is your mother's educational level? V12											
Little or no schooling	5,6	*10,5			7,4		6,5		6,5		7,1
Primary school	22,2	*31,6	11,8		*29,6		*25,8	25,0	*22,6	25,0	*21,4
Secondary school	52,8	36,8	*70,6	*75,0	*44,4	*80,0	*48,4	75,0	*51,6	62,5	*50,0
University	16,7	15,8	17,6	12,5	*18,5	20,0	16,1		16,1	12,5	*17,9
Ns/Nc	2,8	5,3		*12,5			3,2		3,2		3,6
What is your mother's job? V13											
Agriculture	2,8	5,3			3,7		3,2	*25,0		*12,5	
Industry, factory, or workshop	8,3	10,5	5,9		7,4		9,7		9,7	12,5	7,1
Services, shops	25,0	26,3	23,5	25,0	*25,9	20,0	*25,8	25,0	*25,8	12,5	*28,6
Housework	22,2	26,3	17,6	25,0	*22,2	*60,0	16,1	50,0	19,4	*62,5	10,7
Public Employee	16,7	15,8	17,6	25,0	14,8		*19,4		16,1		*21,4
Other	25,0	15,8	*35,3	25,0	*25,9	20,0	*25,8		*29,0		*32,1
Does your mother know Basque? V14											
1	2,8		5,9		3,7	*20,0		*25,0		*12,5	
2	8,3	5,3	11,8	*37,5		*60,0			9,7	*25,0	3,6
3	2,8	5,3			3,7		3,2				3,6
4	22,2	21,1	23,5	12,5	*22,2	20,0	*22,6	50,0	19,4	37,5	17,9
5	63,9	*68,4	*58,8	50,0	*70,4		*74,2	25,0	*71,0	25,0	*75,0
Media	4,4	4,5	4,2	3,8	4,6	2,2	4,7	3,5	4,5	3,4	4,6
Desviación	1,1	0,8	1,2	1,4	0,9	1,0	0,5	1,5	0,9	1,4	0,7
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
Which statement best describes your mother? V15											
She is a native speaker of Basque	11,1	5,3	17,6	*37,5	3,7	*80,0		25,0	9,7	*37,5	3,6
She learned Basque	2,8	5,3			3,7		3,2				3,6
She is learning Basque	5,6	5,3	5,9		7,4	20,0	3,2		6,5		7,1
She used to know Basque, but for...	11,1	15,8	5,9	12,5	11,1		*12,9		*12,9		*14,3
She would like to learn Basque	58,3	*52,6	*64,7	50,0	*59,3		*67,7	75,0	*58,1	62,5	*57,1
She is not interested...	8,3	*15,8			*11,1		9,7		9,7		*10,7
Ns/Nc	2,8		5,9		3,7		3,2		3,2		3,6
Where was your father born: V16											
In Pamplona	47,2	*52,6	41,2	50,0	*48,1		*54,8	50,0	*48,4	25,0	*53,6
In another part of Navarre	27,8	15,8	*41,2	37,5	22,2	*80,0	19,4	25,0	*29,0	37,5	*25,0
In another part of the Basque Country	8,3	*15,8		12,5	7,4	20,0	6,5	25,0	6,5	*25,0	3,6
Outside of the Basque Country	13,9	10,5	17,6		*18,5		*16,1		*16,1	12,5	14,3
Ns/Nc	2,8	5,3			3,7		3,2				3,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What is your father's educational level V17											
Little or no schooling	2,8	5,3			3,7		3,2		3,2		3,6
Primary school	38,9	*47,4	29,4	25,0	*44,4		*45,2	25,0	*41,9	12,5	*46,4
Secondary school	30,6	31,6	29,4	37,5	25,9	40,0	*29,0	50,0	*29,0	*50,0	25,0
University	16,7	10,5	*23,5	*37,5	11,1	*60,0	9,7	25,0	16,1	25,0	14,3
Ns/Nc	11,1	5,3	17,6		*14,8		*12,9		9,7	12,5	10,7
What is your father's job? V18											
Industry, factory, or workshop	33,3	*36,8	29,4	12,5	*37,0		*38,7	*75,0	*29,0	*50,0	*28,6
Services, shops	25,0	21,1	29,4	25,0	*25,9		*29,0		*29,0	12,5	*28,6
Business	5,6		*11,8	12,5	3,7	20,0	3,2	*25,0	3,2	12,5	3,6
Public Employee	5,6	5,3	5,9	12,5	3,7	20,0	3,2		6,5		7,1
Professional	5,6	*10,5		12,5	3,7	20,0	3,2		6,5	12,5	3,6
Retired	2,8		5,9		3,7		3,2		3,2		3,6
Unemployed	2,8	5,3			3,7		3,2		3,2		3,6
Other	13,9	10,5	17,6	12,5	14,8	*40,0	9,7		*16,1	12,5	14,3
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		3,2		7,1
Does your father know Basque? V19											
1	8,3	5,3	11,8		*11,1	20,0	6,5	*50,0	3,2	*25,0	3,6
3	11,1	15,8	5,9		*14,8		*12,9	*50,0	6,5	25,0	7,1
4	19,4	21,1	17,6	25,0	18,5	40,0	16,1		*22,6	12,5	*21,4
5	52,8	42,1	*64,7	62,5	*48,1	20,0	*58,1		*61,3	25,0	*60,7
Ns/Nc	8,3	*15,8		12,5	7,4	20,0	6,5		6,5	12,5	7,1
Media	4,2	4,1	4,2	4,7	4,0	3,5	4,3	2,0	4,5	3,1	4,5
Desviación	1,2	1,1	1,3	0,5	1,3	1,5	1,1	1,0	0,9	1,6	0,9
Base de estadísticos	33	16	17	7	25	4	29	4	29	7	26
Which statement best describes your father? V20											
He is a native speaker of Basque	11,1	10,5	11,8		*14,8	20,0	9,7	*75,0	3,2	*37,5	3,6
He learned Basque	2,8	5,3			3,7		3,2	*25,0		*12,5	
He used to know Basque, but for...	8,3	10,5	5,9	12,5	7,4	20,0	6,5		9,7	12,5	7,1
He would like to learn Basque	55,6	42,1	*70,6	*75,0	*48,1	60,0	*54,8		*64,5	37,5	*60,7
He is not interested in learning Basque	13,9	*21,1	5,9	12,5	14,8		*16,1		*16,1		*17,9
Ns/Nc	8,3	10,5	5,9		*11,1		9,7		6,5		*10,7
Do your brothers and/or sisters speak Basque? V21											
Yes	69,4	*68,4	*70,6	*87,5	*63,0	60,0	*71,0	25,0	*77,4	62,5	*71,4
No	13,9	5,3	*23,5	12,5	14,8	*40,0	9,7	25,0	12,9	12,5	14,3
I don't have any	13,9	*21,1	5,9		*18,5		*16,1	*50,0	6,5	25,0	10,7
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Who lives with you at your house?. MOTHER V22 A											
Yes	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	*1...	*96,8	*1...	*96,4
No	2,8	5,3			3,7		3,2		3,2		3,6

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX		(S) V10		SV23		SV23B		SV24A	
		Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
Who lives with you at your house?. FATHER											
V22B											
Yes	91,7	*84,2	*1...	*87,5	*92,6	*1...	*90,3	*1...	*93,5	*1...	*89,3
No	8,3	*15,8		12,5	7,4		9,7		6,5		*10,7
Who lives with you at your house?. SISTER(S)											
V22C											
Yes	33,3	26,3	*41,2	*50,0	25,9	*60,0	*29,0	25,0	*35,5	37,5	*32,1
No	47,2	*57,9	35,3	12,5	*58,3	20,0	*51,6	50,0	*45,2	25,0	*53,6
Ns/Nc	19,4	15,8	23,5	*37,5	14,8	20,0	*19,4	25,0	*19,4	*37,5	14,3
Who lives with you at your house?. BROTHER(S)											
V22D											
Yes	52,8	*47,4	*58,8	50,0	*55,6	40,0	*54,8		*61,3	25,0	*60,7
No	36,1	31,6	*41,2	37,5	*33,3	60,0	*32,3	*75,0	*29,0	*62,5	28,6
Ns/Nc	11,1	*21,1		12,5	11,1		*12,9	25,0	9,7	12,5	10,7
Who lives with you at your house?. GRANDPARENT(S)											
V22E											
Yes	11,1	10,5	11,8		11,1		*12,9	25,0	9,7	25,0	7,1
No	77,8	*84,2	*70,6	*87,5	*77,8	*1...	*74,2	50,0	*80,6	50,0	*85,7
Ns/Nc	11,1	5,3	17,6	12,5	11,1		*12,9	25,0	9,7	25,0	7,1
Who lives with you at your house?. OTHER RELATIVES											
V22F											
Yes	2,8		5,9		3,7		3,2		3,2	*12,5	
No	86,1	*89,5	*82,4	*1...	*81,5	*1...	*83,9	75,0	*87,1	75,0	*89,3
Ns/Nc	11,1	10,5	11,8		*14,8		*12,9	25,0	9,7	12,5	10,7
Who lives with you at your house?. OTHERS											
V22G											
No	86,1	*89,5	*82,4	*1...	*81,5	*1...	*83,9	75,0	*87,1	75,0	*89,3
Ns/Nc	13,9	10,5	17,6		*18,5		*16,1	25,0	12,9	25,0	10,7
What language do you usually use with: Y...											
V23											
Mostly Basque	8,3	5,3	11,8	*37,5		*60,0			9,7	*25,0	3,6
Mostly Spanish	86,1	*94,7	*76,5	62,5	*92,6		*1...	75,0	*87,1	62,5	*92,9
Both equally	5,6		*11,8		7,4	*40,0		*25,0	3,2	12,5	3,6
What language do you usually use with: Y...											
V23B											
Mostly Basque	2,8	5,3			3,7		3,2	*25,0		*12,5	
Mostly Spanish	86,1	*78,9	*94,1	*1...	*81,5	80,0	*87,1		*1...	50,0	*96,4
Both equally	8,3	10,5	5,9		*11,1	20,0	6,5	*75,0		*37,5	
Ns/Nc	2,8	5,3			3,7		3,2				3,6
What language do you usually use with: YOUR...											
V23C											
Mostly Basque	5,6	5,3	5,9	12,5	3,7	*40,0		*25,0	3,2	*25,0	
Mostly Spanish	77,8	*78,9	*76,5	62,5	*81,5	40,0	*83,9	50,0	*80,6	37,5	*89,3
Both equally	2,8	5,3			3,7		3,2	*25,0		*12,5	
Ns/Nc	13,9	10,5	17,6	25,0	11,1	20,0	12,9		*16,1	25,0	10,7

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX		(S) V10		SV23		SV23B		SV24A	
		Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What language do you usually use with: YOUR... V23D											
Mostly Basque	5,6	5,3	5,9		7,4	20,0	3,2	*50,0		*25,0	
Mostly Spanish	66,7	*73,7	*58,8	62,5	*66,7	20,0	*74,2	25,0	*74,2	25,0	*78,6
Both equally	8,3	10,5	5,9		*11,1	20,0	6,5	25,0	6,5	12,5	7,1
Ns/Nc	19,4	10,5	*29,4	*37,5	14,8	40,0	16,1		*19,4	*37,5	14,3
What language do you usually use with: Y... V23E											
Mostly Basque	16,7	15,8	17,6	*37,5	7,4	40,0	12,9	25,0	16,1	*37,5	10,7
Mostly Spanish	27,8	15,8	*41,2	25,0	*29,6	40,0	*25,8	25,0	*29,0	25,0	*28,6
Both equally	38,9	*42,1	35,3	37,5	*40,7	20,0	*41,9		*45,2	12,5	*46,4
Ns/Nc	16,7	*26,3	5,9		*22,2		*19,4	*50,0	9,7	25,0	14,3
What language do you usually use with: Y... V23F											
Mostly Basque	5,6	5,3	5,9		7,4	20,0	3,2	*25,0	3,2	12,5	3,6
Mostly Spanish	52,8	*63,2	41,2	37,5	*59,3		*61,3	25,0	*54,8	25,0	*60,7
Both equally	27,8	15,8	*41,2	*62,5	14,8	*80,0	19,4	25,0	*29,0	*50,0	21,4
Ns/Nc	13,9	15,8	11,8		*18,5		*16,1	25,0	12,9	12,5	14,3
What language do you usually use with: Y... V23G											
Mostly Basque	91,7	*94,7	*88,2	75,0	*96,3	*1...	*90,3	75,0	*93,5	*87,5	*92,9
Both equally	8,3	5,3	11,8	*25,0	3,7		9,7	25,0	6,5	12,5	7,1
What language do you usually use with: MATES... V23H											
Mostly Basque	75,0	*68,4	*82,4	*1...	*70,4	*1...	*71,0	50,0	*77,4	62,5	*78,6
Both equally	25,0	*31,6	17,6		*29,6		*29,0	50,0	*22,6	37,5	21,4
What language do you usually use with: MA... V23I											
Mostly Basque	55,6	31,6	*82,4	*75,0	*51,9	*80,0	*51,6	25,0	*61,3	37,5	*60,7
Mostly Spanish	11,1	15,8	5,9		*14,8		*12,9		*12,9		*14,3
Both equally	30,6	*47,4	11,8	25,0	*29,6	20,0	*32,3	*75,0	22,6	*62,5	21,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What language do you usually use with: Y... V23J											
Mostly Basque	27,8	5,3	*52,9	25,0	*25,9	20,0	*29,0		*32,3	25,0	*28,6
Mostly Spanish	30,6	*47,4	11,8		*40,7		*35,5	25,0	*29,0	12,5	*35,7
Both equally	38,9	*42,1	35,3	*75,0	29,6	*80,0	*32,3	*75,0	*35,5	*62,5	*32,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What language do you usually use wi... V23K											
Mostly Basque	13,9	5,3	*23,5	25,0	11,1		*16,1		*16,1		*17,9
Mostly Spanish	33,3	*36,8	29,4	37,5	*33,3	40,0	*32,3	*1...	22,6	*50,0	*28,6
Both equally	11,1	15,8	5,9	25,0	7,4	20,0	9,7		*12,9	12,5	10,7
Ns/Nc	41,7	*42,1	41,2	12,5	*48,1	40,0	*41,9		*48,4	37,5	*42,9
What language do you usually use with: LO... V23L											
Mostly Basque	2,8	5,3			3,7		3,2	*25,0		*12,5	
Mostly Spanish	94,4	*89,5	*1...	*1...	*92,6	*1...	*93,5	75,0	*96,8	*87,5	*96,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What language do you usually use with: DOCT...											
V23H											
Mostly Spanish	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	*1...	*96,8	*1...	*96,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What language do you usually use with: PRIESTS											
V23N											
Mostly Basque	11,1		*23,5	12,5	11,1	*40,0	6,5		*12,9	12,5	10,7
Mostly Spanish	50,0	*52,6	*47,1	37,5	*51,9		*58,1	25,0	*51,6	37,5	*53,6
Both equally	8,3	5,3	11,8	*25,0	3,7	*40,0	3,2	25,0	6,5	12,5	7,1
Ns/Nc	30,6	*42,1	17,6	25,0	*33,3	20,0	*32,3	50,0	*29,0	37,5	*28,6
What language do you usually use with: WAIT...											
V23O											
Mostly Spanish	88,9	*84,2	*94,1	*87,5	*92,6	*1...	*87,1	75,0	*90,3	75,0	*92,9
Both equally	8,3	10,5	5,9	12,5	3,7		9,7	25,0	6,5	*25,0	3,6
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What language do you usually use with: ...											
V23P											
Mostly Spanish	77,8	*73,7	*82,4	*1...	*70,4	80,0	*77,4	50,0	*80,6	*75,0	*78,6
Both equally	2,8	5,3			3,7		3,2	*25,0		*12,5	
Ns/Nc	19,4	21,1	17,6		*25,9	20,0	*19,4	25,0	*19,4	12,5	*21,4
What language do you usually use wi...											
V23Q											
Mostly Spanish	72,2	*63,2	*82,4	*1...	*63,0	80,0	*71,0	50,0	*74,2	*75,0	*71,4
Both equally	11,1	15,8	5,9		*14,8		*12,9	25,0	9,7	12,5	10,7
Ns/Nc	16,7	21,1	11,8		*22,2	20,0	16,1	25,0	16,1	12,5	*17,9
What language do you usually use: AT HOME											
V24A											
Mostly Basque	5,6	5,3	5,9	*25,0		*40,0			6,5	*25,0	
Mostly Spanish	77,8	*78,9	*76,5	*75,0	*81,5	40,0	*83,9		*87,1		*1...
Both equally	16,7	15,8	17,6		*18,5	20,0	16,1	*1...	6,5	*75,0	
What language do you usually use: AT SCHOOL											
V24B											
Mostly Basque	83,3	*73,7	*94,1	*1...	*77,8	*1...	*80,6	75,0	*83,9	*87,5	*82,1
Both equally	16,7	*26,3	5,9		*22,2		*19,4	25,0	16,1	12,5	*17,9
What language do you usually use: IN THE STREET											
V24C											
Mostly Basque	13,9		*29,4	12,5	14,8	20,0	12,9		*16,1		*17,9
Mostly Spanish	50,0	*68,4	29,4	37,5	*55,6	20,0	*54,8	25,0	*51,6	37,5	*53,6
Both equally	36,1	31,6	*41,2	50,0	29,6	60,0	*32,3	*75,0	*32,3	*62,5	28,6
What language do you usually use: ON THE SCH...											
V24D											
Mostly Basque	66,7	42,1	*94,1	*87,5	*59,3	*1...	*61,3	25,0	*71,0	62,5	*67,9
Both equally	33,3	*57,9	5,9	12,5	*40,7		*38,7	*75,0	*29,0	37,5	*32,1
What language do you usually use: ON THE C...											
V24E											
Mostly Basque	2,8		5,9		3,7		3,2		3,2		3,6
Mostly Spanish	66,7	*78,9	52,9	62,5	*70,4	20,0	*74,2	25,0	*71,0	37,5	*75,0
Both equally	30,6	21,1	*41,2	37,5	25,9	*80,0	22,6	*75,0	*25,8	*62,5	21,4

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What language do you usually use: AT ... V24F											
Mostly Spanish	100,0	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...
What language do you usually use: AT CHURCH V24G											
Mostly Basque	5,6		*11,8	*25,0		*40,0			6,5	12,5	3,6
Mostly Spanish	52,8	*47,4	*58,8	37,5	*59,3	20,0	*58,1	25,0	*54,8	25,0	*60,7
Both equally	8,3	10,5	5,9	12,5	7,4	20,0	6,5	*50,0	3,2	*25,0	3,6
Ns/Nc	33,3	*42,1	23,5	25,0	*33,3	20,0	*35,5	25,0	*35,5	37,5	*32,1
What language do you usually use: AT A LO... V24H											
Mostly Spanish	88,9	*89,5	*88,2	*1...	*88,9	*1...	*87,1	75,0	*90,3	75,0	*92,9
Both equally	5,6	5,3	5,9		7,4		6,5	*25,0	3,2	12,5	3,6
Ns/Nc	5,6	5,3	5,9		3,7		6,5		6,5	12,5	3,6
What language do you usually use: AT A SOCI... V24I											
Mostly Spanish	69,4	*73,7	*64,7	62,5	*74,1	80,0	*67,7	25,0	*74,2	50,0	*75,0
Both equally	27,8	21,1	*35,3	37,5	22,2	20,0	*29,0	*75,0	22,6	*50,0	21,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Language used....When you talk to people in y... V25											
Mostly Spanish	91,7	*94,7	*88,2	*1...	*92,6	*1...	*90,3	75,0	*93,5	75,0	*96,4
Both equally	8,3	5,3	11,8		7,4		9,7	25,0	6,5	*25,0	3,6
Language used... When you answer the telephone V25B											
Mostly Basque	30,6	15,8	*47,1	*62,5	18,5	*80,0	22,6	25,0	*32,3	*50,0	25,0
Mostly Spanish	33,3	*47,4	17,6		*44,4		*38,7	25,0	*32,3	25,0	*35,7
Both equally	36,1	*36,8	35,3	37,5	*37,0	20,0	*38,7	50,0	*35,5	25,0	*39,3
Language used... When you ask a stranger a question V25C											
Mostly Basque	2,8		5,9		3,7		3,2		3,2		3,6
Mostly Spanish	83,3	*84,2	*82,4	*87,5	*81,5	80,0	*83,9	75,0	*83,9	*87,5	*82,1
Both equally	13,9	15,8	11,8	12,5	14,8	20,0	12,9	25,0	12,9	12,5	14,3
Language used... When you go out on the weekend V25D											
Mostly Basque	19,4	5,3	*35,3	*37,5	14,8	*80,0	9,7		*22,6	*37,5	14,3
Mostly Spanish	33,3	*47,4	17,6		*44,4		*38,7	25,0	*32,3	12,5	*39,3
Both equally	47,2	*47,4	*47,1	*62,5	*40,7	20,0	*51,6	75,0	*45,2	50,0	*46,4
Language used... When you go a village fiesta V25E											
Mostly Basque	11,1	10,5	11,8	12,5	11,1	20,0	9,7		*12,9	12,5	10,7
Mostly Spanish	38,9	*47,4	29,4		*51,9		*45,2		*41,9	12,5	*46,4
Both equally	50,0	42,1	*58,8	*87,5	37,0	*80,0	*45,2	*1...	*45,2	*75,0	*42,9
Language used... When you write a friend who kn... V25F											
Mostly Basque	69,4	*63,2	*76,5	62,5	*70,4	80,0	*67,7	50,0	*71,0	62,5	*71,4
Mostly Spanish	8,3	10,5	5,9		*11,1		9,7		9,7		*10,7
Both equally	19,4	21,1	17,6	25,0	18,5		*22,6	*50,0	16,1	25,0	17,9
Ns/Nc	2,8	5,3		*12,5		*20,0			3,2	*12,5	

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
Language used... When you make notes for your ...											
V25G											
Mostly Basque	36,1	10,5	*64,7	*75,0	25,9	40,0	*35,5		*41,9	12,5	*42,9
Mostly Spanish	22,2	*42,1			*29,6		*25,8	25,0	19,4	12,5	*25,0
Both equally	38,9	*47,4	29,4	25,0	*40,7	60,0	*35,5	*75,0	*35,5	*75,0	28,6
Ns/Nc	2,8		5,9		3,7		3,2		3,2		3,6
Language used... When you talk to yourself											
V25H											
Mostly Basque	19,4	5,3	*35,3	*50,0	7,4	*60,0	12,9		*22,6	*37,5	14,3
Mostly Spanish	36,1	*52,6	17,6		*48,1	20,0	*38,7	*75,0	*29,0	37,5	*35,7
Both equally	38,9	31,6	*47,1	37,5	*40,7	20,0	*41,9	25,0	*41,9	25,0	*42,9
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1
Language used... When you are dreaming											
V25I											
Mostly Basque	8,3	5,3	11,8	*37,5		*60,0			9,7	*25,0	3,6
Mostly Spanish	38,9	*63,2	11,8		*51,9		*45,2	25,0	*38,7	12,5	*46,4
Both equally	36,1	10,5	*64,7	50,0	29,6	40,0	*35,5	50,0	*35,5	50,0	*32,1
Ns/Nc	16,7	21,1	11,8	12,5	*18,5		*19,4	25,0	16,1	12,5	*17,9
Language used... When you tell jokes											
V25J											
Mostly Spanish	44,4	*52,6	35,3	12,5	*55,6	20,0	*48,4	50,0	*45,2	37,5	*46,4
Both equally	50,0	36,8	*64,7	*62,5	*44,4	60,0	*48,4	50,0	*48,4	50,0	*50,0
Ns/Nc	5,6	*10,5		*25,0		20,0	3,2		6,5	12,5	3,6
Language used... When you swear											
V25K											
Mostly Spanish	83,3	*84,2	*82,4	75,0	*85,2	*1...	*80,6	*1...	*80,6	*1...	*78,6
Both equally	8,3	5,3	11,8		*11,1		9,7		9,7		*10,7
Ns/Nc	8,3	10,5	5,9	*25,0	3,7		9,7		9,7		*10,7
Language used... When you use slang											
V25L											
Mostly Spanish	75,0	*73,7	*76,5	*75,0	*77,8	*1...	*71,0	*1...	*71,0	*87,5	*71,4
Both equally	19,4	15,8	23,5	12,5	18,5		*22,6		*22,6	12,5	*21,4
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1
Language used... When you describe a Spanish f...											
V25M											
Mostly Basque	47,2	26,3	*70,6	50,0	*44,4	60,0	*45,2	25,0	*48,4	50,0	*46,4
Mostly Spanish	25,0	*42,1	5,9	12,5	*29,6	20,0	*25,8	50,0	*22,6	37,5	21,4
Both equally	27,8	*31,6	23,5	37,5	*25,9	20,0	*29,0	25,0	*29,0	12,5	*32,1
Language used... When you tell a Basque friend w...											
V25N											
Mostly Basque	22,2	26,3	17,6		*25,9		*25,8	50,0	19,4	37,5	17,9
Mostly Spanish	41,7	*42,1	41,2	25,0	*48,1	20,0	*45,2	25,0	*41,9	12,5	*50,0
Both equally	36,1	31,6	*41,2	*75,0	25,9	*80,0	*29,0	25,0	*38,7	50,0	*32,1
Activities in Basque... Read newspapers magazines											
V26A											
Yes	22,2	26,3	17,6		*29,6		*25,8	50,0	19,4	25,0	*21,4
No	77,8	*73,7	*82,4	*1...	*70,4	*1...	*74,2	50,0	*80,6	*75,0	*78,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
Activities in Basque... Read books for pleasure											
V26B											
Yes	58,3	*52,6	*64,7	62,5	*55,6	60,0	*58,1	50,0	*58,1	62,5	*57,1
No	41,7	*47,4	35,3	37,5	*44,4	40,0	*41,9	50,0	*41,9	*37,5	*42,9
Activities in Basque... Read comics											
V26C											
Yes	30,6	31,6	29,4	37,5	25,9	20,0	*32,3	50,0	*29,0	*62,5	21,4
No	69,4	*68,4	*70,6	62,5	*74,1	80,0	*67,7	50,0	*71,0	37,5	*78,6
Activities in Basque... Write											
V26D											
Yes	72,2	*57,9	*88,2	*75,0	*70,4	*1...	*67,7	*1...	*67,7	*1...	*64,3
No	25,0	*36,8	11,8	12,5	*29,6		*29,0		*29,0		*32,1
Ns/Nc	2,8	5,3		*12,5			3,2		3,2		3,6
Activities in Basque... Watch TV											
V26E											
Yes	83,3	*78,9	*88,2	62,5	*88,9	60,0	*87,1	*1...	*80,6	*87,5	*82,1
No	13,9	15,8	11,8	25,0	11,1	*40,0	9,7		*16,1	12,5	14,3
Ns/Nc	2,8	5,3		*12,5			3,2		3,2		3,6
Activities in Basque... Listen to the radio											
V26F											
Yes	83,3	*73,7	*94,1	*1...	*77,8	*1...	*80,6	*1...	*80,6	*1...	*78,6
No	16,7	*26,3	5,9		*22,2		*19,4		*19,4		*21,4
Activities in Basque... Listen to music											
V26G											
Yes	88,9	*84,2	*94,1	*1...	*85,2	*1...	*87,1	*1...	*87,1	*1...	*85,7
No	11,1	15,8	5,9		*14,8		*12,9		*12,9		*14,3
Activities in Basque... Watch videos											
V26H											
Yes	30,6	31,6	29,4	25,0	*33,3		*35,5	25,0	*32,3	12,5	*35,7
No	66,7	*63,2	*70,6	62,5	*66,7	*1...	*61,3	75,0	*64,5	*87,5	*60,7
Ns/Nc	2,8	5,3		*12,5			3,2		3,2		3,6
Activities in Basque... Attend talks...											
V26I											
Yes	36,1	*47,4	23,5	50,0	*33,3	60,0	*32,3	50,0	*35,5	50,0	*32,1
No	55,6	47,4	*64,7	50,0	*59,3	40,0	*58,1	50,0	*54,8	37,5	*60,7
Ns/Nc	8,3	5,3	11,8		7,4		9,7		9,7	12,5	7,1
Activities in Basque...Att...											
V26J											
Yes	27,8	*31,6	23,5	12,5	*33,3	20,0	*29,0	50,0	*25,8	25,0	*28,6
No	66,7	*68,4	*64,7	*87,5	*63,0	80,0	*64,5	50,0	*67,7	62,5	*67,9
Ns/Nc	5,6		*11,8		3,7		6,5		6,5	12,5	3,6
Activities in Basque... Other											
V26K											
Yes	58,3	*52,6	*64,7	62,5	*59,3	*80,0	*54,8	*1...	*51,6	*75,0	*53,6
No	30,6	*36,8	23,5	25,0	*33,3		*35,5		*35,5		*39,3
Ns/Nc	11,1	10,5	11,8	12,5	7,4	20,0	9,7		*12,9	25,0	7,1

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
Language used in activities: SPORTS V27A											
Mostly Basque	13,9	15,8	11,8	12,5	14,8		*16,1		*16,1		*17,9
Mostly Spanish	52,8	*57,9	47,1	37,5	*59,3	*80,0	*48,4	50,0	*51,6	37,5	*57,1
Both equally	19,4	15,8	23,5	25,0	18,5		*22,6	*50,0	16,1	25,0	17,9
Ns/Nc	13,9	10,5	17,6	25,0	7,4	20,0	12,9		*16,1	*37,5	7,1
Language used in activities: MUSIC V27B											
Mostly Basque	13,9	5,3	*23,5	12,5	11,1	20,0	12,9		*16,1	12,5	14,3
Mostly Spanish	19,4	15,8	23,5	12,5	*22,2	40,0	16,1	25,0	*19,4	12,5	*21,4
Both equally	27,8	26,3	29,4	25,0	*29,6	20,0	*29,0	50,0	*25,8	*50,0	21,4
Ns/Nc	38,9	*52,6	23,5	50,0	*37,0	20,0	*41,9	25,0	*38,7	25,0	*42,9
Language used in activities:VOLUNTEER V27C											
Mostly Basque	2,8	5,3			3,7		3,2		3,2		3,6
Mostly Spanish	25,0	21,1	29,4	12,5	*29,6	40,0	*22,6	50,0	19,4	37,5	21,4
Both equally	22,2	21,1	23,5	37,5	18,5	40,0	19,4	50,0	19,4	25,0	*21,4
Ns/Nc	50,0	*52,6	*47,1	50,0	*48,1	20,0	*54,8		*58,1	37,5	*53,6
Language used in activities:LANGUAGE V27D											
Mostly Basque	2,8	5,3			3,7		3,2		3,2		3,6
Mostly Spanish	16,7	21,1	11,8		*22,2		*19,4	25,0	16,1	25,0	14,3
Both equally	22,2	21,1	23,5	25,0	*22,2	20,0	*22,6	50,0	19,4	25,0	*21,4
Another language	27,8	15,8	*41,2	37,5	*25,9	*60,0	22,6	25,0	*29,0	25,0	*28,6
Ns/Nc	30,6	*36,8	23,5	37,5	25,9	20,0	*32,3		*32,3	25,0	*32,1
Language used in activities: STUDIES V27E											
Mostly Basque	22,2	26,3	17,6		*29,6	20,0	*22,6	25,0	19,4	12,5	*25,0
Mostly Spanish	16,7	15,8	17,6	12,5	*18,5		*19,4		*19,4		*21,4
Both equally	22,2	26,3	17,6	25,0	*22,2	20,0	*22,6	*75,0	16,1	37,5	17,9
Ns/Nc	38,9	31,6	*47,1	*62,5	29,6	60,0	*35,5		*45,2	50,0	*35,7
Language used in activities:OTHER V27F											
Mostly Basque	5,6		*11,8		7,4		6,5		6,5		7,1
Mostly Spanish	41,7	36,8	*47,1	50,0	*40,7	20,0	*45,2		*45,2		*53,6
Both equally	19,4	*26,3	11,8	12,5	*22,2	20,0	*19,4	*1...	9,7	*50,0	10,7
Ns/Nc	33,3	*36,8	29,4	37,5	*29,6	*60,0	*29,0		*38,7	*50,0	*28,6
In what language do you read bi-lingual material? V28											
Basque	5,6	5,3	5,9	12,5	3,7		6,5		6,5		7,1
Spanish	38,9	36,8	*41,2	50,0	*37,0	60,0	*35,5		*45,2	25,0	*42,9
Both	50,0	*47,4	*52,9	37,5	*51,9	40,0	*51,6	*1...	*41,9	*75,0	*42,9
Ns/Nc	5,6	*10,5			7,4		6,5		6,5		7,1
Do you consider the language used for... V29											
Yes, usually	19,4	15,8	23,5		*22,2		*22,6	*50,0	16,1	*37,5	14,3
Sometimes	61,1	*73,7	47,1	*87,5	*55,6	60,0	*61,3	25,0	*67,7	25,0	*71,4
Not usually	19,4	10,5	*29,4	12,5	*22,2	40,0	16,1	25,0	16,1	*37,5	14,3

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX		(S) V10		SV23		SV23B		SV24A	
		Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
Do you consider the language used for reading											
V30											
Yes, usually	38,9	26,3	*52,9	*62,5	29,6	40,0	*38,7	25,0	*41,9	37,5	*39,3
Sometimes	41,7	*47,4	35,3	25,0	*48,1	20,0	*45,2	25,0	*45,2	25,0	*46,4
Not usually	19,4	*26,3	11,8	12,5	*22,2	40,0	16,1	*50,0	12,9	*37,5	14,3
Do you consider the language used for a...											
V31											
Yes, usually	16,7	10,5	*23,5		*18,5	20,0	16,1	25,0	16,1	25,0	14,3
Sometimes	44,4	36,8	*52,9	*62,5	*40,7	60,0	*41,9	*75,0	*41,9	50,0	*42,9
Not usually	38,9	*52,6	23,5	37,5	*40,7	20,0	*41,9		*41,9	25,0	*42,9
Do you consider the language used w...											
V32											
Yes, usually	25,0	15,8	*35,3	12,5	*25,9	20,0	*25,8		*29,0	12,5	*28,6
Sometimes	36,1	*52,6	17,6	37,5	*37,0	20,0	*38,7	25,0	*38,7	25,0	*39,3
Not usually	38,9	31,6	*47,1	50,0	*37,0	60,0	*35,5	*75,0	*32,3	*62,5	*32,1
How many of your friends speak Basque?											
V33											
1	16,7	5,3	*29,4	12,5	*18,5	20,0	16,1		*19,4		*21,4
2	41,7	21,1	*64,7	*62,5	33,3	40,0	*41,9	50,0	*41,9	*62,5	*35,7
3	27,8	*47,4	5,9	25,0	*29,6	40,0	*25,8	50,0	*25,8	37,5	*25,0
4	8,3	*15,8			*11,1		9,7		6,5		*10,7
Ns/Nc	5,6	*10,5			7,4		6,5		6,5		7,1
Media	2,3	2,8	1,8	2,1	2,4	2,2	2,3	2,5	2,2	2,4	2,3
Desviación	0,9	0,8	0,5	0,6	0,9	0,7	0,9	0,5	0,8	0,5	0,9
Base de estadísticos	34	17	17	8	25	5	29	4	29	8	26
How many people do you think know Basque...											
V34A											
1	2,8		5,9		3,7	*20,0			3,2		3,6
2	13,9	15,8	11,8	12,5	14,8	20,0	12,9	25,0	12,9	12,5	14,3
3	52,8	36,8	*70,6	*75,0	*44,4	40,0	*54,8	50,0	*54,8	50,0	*53,6
4	27,8	*42,1	11,8	12,5	*33,3	20,0	*29,0	25,0	*25,8	37,5	*25,0
5	2,8	5,3			3,7		3,2		3,2		3,6
Media	3,1	3,4	2,9	3,0	3,2	2,6	3,2	3,0	3,1	3,3	3,1
Desviación	0,8	0,8	0,7	0,5	0,9	1,0	0,7	0,7	0,8	0,7	0,8
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
How many people do you think know Basque...											
V34B											
2	8,3	*15,8			*11,1		9,7		6,5		*10,7
3	66,7	52,6	*82,4	*75,0	*63,0	60,0	*67,7	75,0	*67,7	50,0	*71,4
4	22,2	26,3	17,6	25,0	*22,2	40,0	19,4	25,0	*22,6	*50,0	14,3
5	2,8	5,3			3,7		3,2		3,2		3,6
Media	3,2	3,2	3,2	3,3	3,2	3,4	3,2	3,3	3,2	3,5	3,1
Desviación	0,6	0,8	0,4	0,4	0,7	0,5	0,6	0,4	0,6	0,5	0,6
Base de estadísticos	36	19	17	8	27	5	31	4	31	8	28
Do you frequently visit a village where Basque...											
V35											
Yes	75,0	*73,7	*76,5	50,0	*81,5	*1...	*71,0	75,0	*74,2	*87,5	*71,4
No	25,0	26,3	23,5	*50,0	18,5		*29,0	25,0	*25,8	12,5	*28,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
yes 35	**27**	**14**	**13**	**4**	**22**	**5**	**22**	**3**	**23**	**7**	**20**
If yes, what language do you use there?											
V36											
Mostly Basque	55,6	*57,1	*53,8	*1...	*45,5	*80,0	*50,0	66,7	*52,2	*71,4	*50,0
Mostly Spanish	7,4	*14,3			9,1		9,1		8,7		10,0
Both equally	33,3	28,6	38,5		*40,9	20,0	*36,4	33,3	*34,8	28,6	*35,0
Ns/Nc	3,7		7,7		4,5		4,5		4,3		5,0
BASE TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
When you visit different places in Navarre, w...											
V37											
Mostly Spanish	55,6	*63,2	47,1	50,0	*59,3	20,0	*61,3		*61,3	25,0	*64,3
Both equally	33,3	26,3	*41,2	25,0	*33,3	*60,0	*29,0	50,0	*32,3	*50,0	*28,6
I rarely travel	11,1	10,5	11,8	25,0	7,4	20,0	9,7	*50,0	6,5	25,0	7,1
How much do you use Basque on a weekday?											
V38A											
1	8,3	5,3	11,8	12,5	7,4		9,7		9,7		*10,7
2	36,1	21,1	*52,9	*62,5	29,6	40,0	*35,5	25,0	*35,5	25,0	*39,3
3	38,9	*47,4	29,4		*48,1	20,0	*41,9	25,0	*41,9	37,5	*39,3
4	8,3	10,5	5,9	12,5	7,4	20,0	6,5	25,0	6,5	12,5	7,1
5	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
Ns/Nc	2,8	5,3		*12,5		*20,0			3,2	*12,5	
Media	2,7	3,0	2,3	2,1	2,8	2,8	2,6	3,5	2,6	3,1	2,5
Desviación	1,0	1,0	0,7	0,8	1,0	0,8	1,0	1,1	0,9	1,0	0,9
Base de estadísticos	35	18	17	7	27	4	31	4	30	7	28
How much do you use Basque on a weekend?											
V38B											
2	19,4	5,3	*35,3	25,0	18,5		*22,6		*22,6		*25,0
3	47,2	36,8	*58,8	50,0	*44,4	*80,0	*41,9	50,0	*48,4	*62,5	*42,9
4	19,4	*36,8		12,5	*22,2		*22,6	25,0	16,1	12,5	*21,4
5	8,3	10,5	5,9		*11,1		9,7	25,0	6,5	12,5	7,1
Ns/Nc	5,6	*10,5		12,5	3,7	20,0	3,2		6,5	12,5	3,6
Media	3,2	3,6	2,8	2,9	3,3	3,0	3,2	3,8	3,1	3,4	3,1
Desviación	0,9	0,8	0,7	0,6	0,9		0,9	0,8	0,8	0,7	0,9
Base de estadísticos	34	17	17	7	26	4	30	4	29	7	27
How much do you use Spanish on a weekday?											
V39A											
1	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
2	11,1	5,3	17,6	25,0	7,4	20,0	9,7	25,0	9,7	12,5	10,7
3	55,6	*57,9	*52,9		*70,4	20,0	*61,3	25,0	*58,1	37,5	*60,7
4	22,2	21,1	23,5	*50,0	14,8	40,0	19,4	25,0	*22,6	25,0	*21,4
Ns/Nc	5,6	5,3	5,9	*25,0		20,0	3,2		6,5	12,5	3,6
Media	3,0	2,9	3,1	3,3	2,9	3,3	3,0	2,5	3,1	2,9	3,0
Desviación	0,8	0,8	0,7	0,9	0,7	0,8	0,8	1,1	0,7	1,0	0,7
Base de estadísticos	34	18	16	6	27	4	30	4	29	7	27

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX: Male	(S) SEX: Female	(S) V10: Basque and both	(S) V10: Mostly Spanish	SV23: Basque and both	SV23: Mostly Spanish	SV23B: Basque and both	SV23B: Mostly Spanish	SV24A: Basque and both	SV24A: Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
How much do you use Spanish on a weekend?											
V39B											
1	13,9	*21,1	5,9		*18,5		*16,1	25,0	9,7	12,5	14,3
2	16,7	*31,6			*22,2		*19,4	25,0	16,1	12,5	*17,9
3	50,0	21,1	*82,4	50,0	*48,1	*80,0	*45,2	50,0	*51,6	*62,5	*46,4
4	13,9	*21,1	5,9	25,0	11,1		*16,1		*16,1		*17,9
Ns/Nc	5,6	5,3	5,9	*25,0		20,0	3,2		6,5	12,5	3,6
Media	2,7	2,4	2,9	3,3	2,5	3,0	2,6	2,3	2,8	2,6	2,7
Desviación	0,9	1,1	0,6	0,5	0,9		0,9	0,8	0,8	0,7	0,9
Base de estadísticos	34	18	16	6	27	4	30	4	29	7	27
Do you like studying in Basque in an ikastola?											
V40											
Yes	100,0	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...
no 40											
If no, what would you prefer:											
V41											
BASE TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
At what age did you begin ikastola?											
V42											
3 or 4 years old	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	75,0	*1...	*87,5	*1...
5 or older	2,8	5,3			3,7		3,2	*25,0		*12,5	
Studying in Basque is											
V43											
1	22,2	21,1	23,5	25,0	18,5	20,0	*22,6	25,0	*22,6	25,0	*21,4
2	38,9	26,3	*52,9	*62,5	*33,3	*80,0	*32,3	50,0	*38,7	50,0	*35,7
3	30,6	*36,8	23,5	12,5	*37,0		*35,5		*35,5	12,5	*35,7
5	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0		12,5	3,6
Media	2,2	2,4	2,0	1,9	2,3	1,8	2,2	1,7	2,2	1,9	2,3
Desviación	0,9	1,0	0,7	0,6	0,9	0,4	0,9	0,5	0,9	0,6	0,9
Base de estadísticos	34	17	17	8	25	5	29	3	31	7	27
Studying in Spanish is											
V44											
1	22,2	26,3	17,6	12,5	*25,9	20,0	*22,6	25,0	*22,6	12,5	*25,0
2	41,7	36,8	*47,1	37,5	*40,7	40,0	*41,9	25,0	*41,9	50,0	*39,3
3	22,2	26,3	17,6	12,5	*25,9		*25,8	25,0	*22,6	12,5	*25,0
4	8,3		*17,6	*37,5		*40,0	3,2		9,7	12,5	7,1
5	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	2,8	5,3			3,7		3,2	*25,0		*12,5	
Media	2,3	2,2	2,4	2,8	2,1	2,6	2,2	2,0	2,3	2,3	2,3
Desviación	1,0	1,0	1,0	1,1	0,9	1,2	0,9	0,8	1,0	0,9	1,0
Base de estadísticos	35	18	17	8	26	5	30	3	31	7	28

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
What mark did you get on your last test in Spanish?											
V45											
1	11,1	15,8	5,9		11,1		*12,9	25,0	9,7	25,0	7,1
2	41,7	26,3	*58,8	*62,5	*37,0	60,0	*38,7	50,0	*41,9	50,0	*39,3
3	25,0	26,3	23,5		*33,3	20,0	*25,8		*29,0		*32,1
4	16,7	21,1	11,8	25,0	14,8	20,0	16,1		16,1	12,5	*17,9
Ns/Nc	5,6	*10,5		12,5	3,7		6,5	*25,0	3,2	12,5	3,6
Media	2,5	2,6	2,4	2,6	2,5	2,6	2,5	1,7	2,5	2,0	2,6
Desviación	0,9	1,0	0,8	0,9	0,9	0,8	0,9	0,5	0,9	0,9	0,9
Base de estadísticos	34	17	17	7	26	5	29	3	30	7	27
What mark did you get on your last test in Basque?											
V46											
1	27,8	26,3	29,4	12,5	*29,6	40,0	*25,8	50,0	*25,8	37,5	*25,0
2	30,6	21,1	*41,2	*50,0	25,9	20,0	*32,3	25,0	*29,0	37,5	*28,6
3	19,4	10,5	*29,4	12,5	*22,2	20,0	*19,4		*22,6		*25,0
4	16,7	*31,6		12,5	*18,5	20,0	16,1		*19,4	12,5	*17,9
Ns/Nc	5,6	*10,5		12,5	3,7		6,5	*25,0	3,2	12,5	3,6
Media	2,3	2,5	2,0	2,3	2,3	2,2	2,3	1,3	2,4	1,9	2,4
Desviación	1,1	1,2	0,8	0,9	1,1	1,2	1,0	0,5	1,1	1,0	1,1
Base de estadísticos	34	17	17	7	26	5	29	3	30	7	27
When you graduate from this school, what do ...											
V47											
Continue studying in Basque	88,9	*84,2	*94,1	*1...	*85,2	*1...	*87,1	75,0	*90,3	*87,5	*89,3
Continue studying in Spanish	5,6	5,3	5,9		7,4		6,5		6,5		7,1
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
When you start working, would you like to:											
V48											
Use mostly Basque	58,3	*57,9	*58,8	*87,5	*48,1	40,0	*61,3	25,0	*61,3	50,0	*60,7
Use mostly Spanish	2,8	5,3			3,7		3,2		3,2		3,6
Use both languages	33,3	26,3	*41,2	12,5	*40,7	*60,0	*29,0	50,0	*32,3	37,5	*32,1
It's not important to me	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	2,8	5,3			3,7		3,2	*25,0		*12,5	
Five years ago, how much did you use Basque?											
V49											
More than I do now	50,0	*47,4	*52,9	*62,5	*48,1	*1...	*41,9	25,0	*51,6	37,5	*53,6
Less than I do now	22,2	*31,6	11,8		*29,6		*25,8	25,0	*22,6	25,0	*21,4
About the same as I do now	22,2	10,5	*35,3	25,0	18,5		*25,8	25,0	*22,6	25,0	*21,4
Ns/Nc	5,6	*10,5		12,5	3,7		6,5	*25,0	3,2	12,5	3,6
Five years from now, how much do you think you w...											
V50											
More than I do now	30,6	*42,1	17,6		*40,7	20,0	*32,3	25,0	*29,0	12,5	*35,7
Less than I do now	27,8	*42,1	11,8	12,5	*33,3	40,0	*25,8	50,0	*25,8	37,5	*25,0
About the same as I do now	36,1	5,3	*70,6	*75,0	22,2	40,0	*35,5		*41,9	37,5	*35,7
Ns/Nc	5,6	*10,5		12,5	3,7		6,5	*25,0	3,2	12,5	3,6

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What should be the language used in scho...											
V51											
Basque only	25,0	15,8	*35,3	12,5	*25,9	20,0	*25,8	25,0	*25,8	25,0	*25,0
Basque, with Spanish as a subject	30,6	15,8	*47,1	*50,0	25,9	40,0	*29,0		*35,5	12,5	*35,7
Both Basque and Spanish equally	13,9	*21,1	5,9	12,5	14,8		*16,1	25,0	9,7	12,5	14,3
Spanish, with Basque as a subject	16,7	*26,3	5,9		*22,2	20,0	16,1	25,0	16,1	12,5	*17,9
Spanish only	2,8	5,3		*12,5		*20,0			3,2	*12,5	
Each school should decide	5,6	5,3	5,9		7,4		6,5		6,5	12,5	3,6
Ns/Nc	5,6	*10,5		12,5	3,7		6,5	*25,0	3,2	12,5	3,6
All the teachers speak Basque very well											
V52A											
Agree	83,3	*73,7	*94,1	*1...	*77,8	*1...	*80,6	75,0	*83,9	*87,5	*82,1
Disagree	11,1	15,8	5,9		*14,8		*12,9		*12,9		*14,3
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
Some teachers don't speak Basque very well											
V52B											
Agree	13,9	15,8	11,8		*18,5		*16,1		*16,1		*17,9
Disagree	80,6	*73,7	*88,2	*1...	*74,1	*1...	*77,4	75,0	*80,6	*87,5	*78,6
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
All the staff speak Basque very well											
V52C											
Agree	80,6	*73,7	*88,2	*87,5	*77,8	60,0	*83,9	50,0	*83,9	50,0	*89,3
Disagree	13,9	15,8	11,8	12,5	14,8	*40,0	9,7	25,0	12,9	*37,5	7,1
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
Some of the staff don't speak Basque very well											
V52D											
Agree	30,6	*36,8	23,5	25,0	*33,3	40,0	*29,0	50,0	*29,0	*50,0	25,0
Disagree	61,1	47,4	*76,5	*75,0	*55,6	60,0	*61,3	25,0	*64,5	37,5	*67,9
Ns/Nc	8,3	*15,8			*11,1		9,7	25,0	6,5	12,5	7,1
All the students speak Basque very well											
V52E											
Agree	44,4	*52,6	35,3	37,5	*44,4	20,0	*48,4	25,0	*45,2	25,0	*50,0
Disagree	50,0	36,8	*64,7	*62,5	*48,1	*80,0	*45,2	50,0	*51,6	*62,5	*46,4
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
Some students don't speak Basque very well											
V52F											
Agree	58,3	*52,6	*64,7	62,5	*59,3	*80,0	*54,8	50,0	*61,3	62,5	*57,1
Disagree	36,1	*36,8	35,3	37,5	*33,3	20,0	*38,7	25,0	*35,5	25,0	*39,3
Ns/Nc	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
The teachers sometimes use Spanish											
V52G											
Agree	36,1	*36,8	35,3	50,0	*33,3	60,0	*32,3	25,0	*38,7	37,5	*35,7
Disagree	61,1	*57,9	*64,7	50,0	*63,0	40,0	*64,5	75,0	*58,1	62,5	*60,7
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
The staff sometimes use Spanish											
V52H											
Agree	30,6	*52,6	5,9	25,0	*33,3	20,0	*32,3	25,0	*32,3	37,5	*28,6
Disagree	66,7	42,1	*94,1	*75,0	*63,0	80,0	*64,5	75,0	*64,5	62,5	*67,9
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
The students sometimes use Spanish											
V52I											
Agree	63,9	*68,4	*58,8	62,5	*66,7	*80,0	*61,3	50,0	*67,7	62,5	*64,3
Disagree	36,1	31,6	*41,2	37,5	*33,3	20,0	*38,7	50,0	*32,3	37,5	*35,7
Some students use Spanish whenever possible											
V52J											
Agree	55,6	47,4	*64,7	50,0	*59,3	60,0	*54,8	75,0	*54,8	62,5	*53,6
Disagree	38,9	*47,4	29,4	50,0	*33,3	20,0	*41,9	25,0	*38,7	37,5	*39,3
Ns/Nc	5,6	5,3	5,9		7,4	20,0	3,2		6,5		7,1
Basque is used only for classwork											
V52K											
Agree	19,4	21,1	17,6	12,5	*22,2	20,0	*19,4		*22,6	12,5	*21,4
Disagree	80,6	*78,9	*82,4	*87,5	*77,8	80,0	*80,6	*1...	*77,4	*87,5	*78,6
The ikastola is a positive environment for speak...											
V52L											
Agree	100,0	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...	*1...
The ikastola isn't a positive environment ...											
V52M											
Agree	8,3	*15,8			*11,1		9,7	25,0	6,5	12,5	7,1
Disagree	91,7	*84,2	*1...	*1...	*88,9	*1...	*90,3	75,0	*93,5	*87,5	*92,9
The teachers and staff impose the use of Bas...											
V52N											
Agree	41,7	*42,1	41,2	37,5	*40,7	40,0	*41,9	50,0	*38,7	50,0	*39,3
Disagree	58,3	*57,9	*58,8	62,5	*59,3	60,0	*58,1	50,0	*61,3	50,0	*60,7
Students can be reprimanded for us...											
V52O											
Agree	19,4	*26,3	11,8		*25,9	20,0	*19,4	25,0	*19,4	12,5	*21,4
Disagree	72,2	*63,2	*82,4	*75,0	*74,1	60,0	*74,2	75,0	*71,0	62,5	*75,0
Ns/Nc	8,3	10,5	5,9	*25,0		20,0	6,5		9,7	*25,0	3,6
The ikastola functions mostly in Basque											
V52P											
Agree	91,7	*89,5	*94,1	*1...	*88,9	*1...	*90,3	*1...	*90,3	*1...	*89,3
Disagree	8,3	10,5	5,9		*11,1		9,7		9,7		*10,7
The ikastola doesn't fuction mostly in Basque											
V52Q											
Agree	11,1	15,8	5,9		*14,8		*12,9	25,0	9,7	12,5	10,7
Disagree	88,9	*84,2	*94,1	*1...	*85,2	*1...	*87,1	75,0	*90,3	*87,5	*89,3
Do you speak Basque whenever you have ...											
V53											
Yes, usually	75,0	*68,4	*82,4	*87,5	*70,4	*1...	*71,0	50,0	*77,4	62,5	*78,6
No, not usually	19,4	21,1	17,6		*25,9		*22,6	*50,0	16,1	*37,5	14,3
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
no 53	7	4	3		7		7	2	5	3	4
If no, why not? IT'S EASIER TO SPEAK IN SPANISH											
V54A											
Yes	71,4	75,0	66,7		*71,4		*71,4	50,0	*80,0	33,3	*1...
No	28,6	25,0	33,3		28,6		28,6	50,0	20,0	*66,7	
If no, why not? IT DOESN'T SOUND THE SAME IN BASQUE											
V54B											
Yes	42,9	50,0	33,3		42,9		42,9	50,0	40,0	33,3	50,0
No	57,1	50,0	66,7		*57,1		*57,1	50,0	60,0	66,7	50,0
If no, why not? IT EMBARRASSES ME TO SPEAK...											
V54C											
Yes	28,6	*50,0			28,6		28,6	*1...		*66,7	
No	71,4	50,0	*1...		*71,4		*71,4		*1...	33,3	*1...
If no, why not? I DON'T SPEAK BASQUE WELL ENOUGH											
V54D											
Yes	42,9	50,0	33,3		42,9		42,9	50,0	40,0	33,3	50,0
No	57,1	50,0	66,7		*57,1		*57,1	50,0	60,0	66,7	50,0
If no, why not? IT'S NOT THE RIGHT ATMOSPHERE											
V54E											
Yes	57,1	*75,0	33,3		*57,1		*57,1	*1...	40,0	66,7	50,0
No	28,6		*66,7		28,6		28,6		40,0	33,3	25,0
Ns/Nc	14,3	25,0			14,3		14,3		20,0		25,0
BASE TOTAL	36	19	17	8	27	5	31	4	31	8	28
Used Spanish at school when you should use Basque											
V55A											
Yes	25,0	*42,1	5,9	12,5	*29,6		*29,0		*29,0		*32,1
No	66,7	52,6	*82,4	*87,5	*59,3	*1...	*61,3	*1...	*61,3	*1...	*57,1
Ns/Nc	8,3	5,3	11,8		*11,1		9,7		9,7		*10,7
Used Basque to exclude someone from ...											
V55B											
Yes	44,4	*63,2	23,5	25,0	*48,1	40,0	*45,2	50,0	*45,2	50,0	*42,9
No	47,2	31,6	*64,7	*75,0	*40,7	60,0	*45,2	50,0	*45,2	50,0	*46,4
Ns/Nc	8,3	5,3	11,8		*11,1		9,7		9,7		*10,7
Answered in Basque to a person speaking Spanish											
V55C											
Yes	19,4	*36,8			*25,9		*22,6	25,0	*19,4	12,5	*21,4
No	72,2	*57,9	*88,2	*1...	*63,0	*1...	*67,7	75,0	*71,0	*87,5	*67,9
Ns/Nc	8,3	5,3	11,8		*11,1		9,7		9,7		*10,7
Answered in Spanish to a person speaking Basque											
V55D											
Yes	25,0	*36,8	11,8		*29,6		*29,0	25,0	*25,8	37,5	21,4
No	66,7	*57,9	*76,5	*1...	*59,3	*1...	*61,3	75,0	*64,5	62,5	*67,9
Ns/Nc	8,3	5,3	11,8		*11,1		9,7		9,7		*10,7

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
Spoken in Basque knowing that you wouldn't...											
V55E											
Yes	27,8	*47,4	5,9	25,0	*29,6	40,0	*25,8	*75,0	22,6	*50,0	21,4
No	58,3	47,4	*70,6	62,5	*55,6	60,0	*58,1	25,0	*61,3	37,5	*64,3
Ns/Nc	13,9	5,3	*23,5	12,5	14,8		*16,1		*16,1	12,5	14,3
Refused to switch into Spanish, knowing Bas...											
V55F											
Yes	47,2	*47,4	*47,1	12,5	*55,6	60,0	*45,2	75,0	*45,2	*75,0	*39,3
No	36,1	*36,8	35,3	*62,5	29,6	40,0	*35,5	25,0	*35,5	25,0	*39,3
Ns/Nc	16,7	15,8	17,6	25,0	14,8		*19,4		*19,4		*21,4
Refused to switch into Basque, knowing Span...											
V55G											
Yes	19,4	*26,3	11,8		*25,9	20,0	*19,4	*75,0	12,9	*37,5	14,3
No	55,6	*57,9	*52,9	50,0	*59,3	40,0	*58,1	25,0	*58,1	37,5	*60,7
Ns/Nc	25,0	15,8	*35,3	*50,0	14,8	40,0	*22,6		*29,0	25,0	*25,0
Not spoken in Basque because the situation ...											
V55H											
Yes	36,1	*52,6	17,6	37,5	*37,0	*80,0	*29,0	50,0	*35,5	50,0	*32,1
No	52,8	42,1	*64,7	62,5	*51,9	20,0	*58,1	50,0	*51,6	37,5	*57,1
Ns/Nc	11,1	5,3	17,6		11,1		*12,9		*12,9	12,5	10,7
Not spoken in Spanish because the situation ...											
V55I											
Yes	38,9	*63,2	11,8	37,5	*40,7	60,0	*35,5	50,0	*38,7	50,0	*35,7
No	50,0	31,6	*70,6	*62,5	*48,1	40,0	*51,6	50,0	*48,4	37,5	*53,6
Ns/Nc	11,1	5,3	17,6		11,1		*12,9		*12,9	12,5	10,7
Translated incorrectly for someone											
V55J											
Yes	33,3	31,6	35,3	*75,0	22,2	*80,0	25,8		*35,5	25,0	*35,7
No	41,7	*47,4	35,3		*55,6	20,0	*45,2	*1...	*35,5	*62,5	*35,7
Ns/Nc	25,0	21,1	29,4	25,0	22,2		*29,0		*29,0	12,5	*28,6
Do you ever switch from one language to another...											
V56											
Yes	47,2	*57,9	35,3	25,0	*55,6	60,0	*45,2	25,0	*48,4	37,5	*50,0
No	41,7	26,3	*58,8	50,0	*37,0	40,0	*41,9	*75,0	*38,7	*62,5	*35,7
Ns/Nc	11,1	15,8	5,9	25,0	7,4		*12,9		*12,9		*14,3
A group speaking Basque, a person who does not k...											
V57A											
We continue talking in Basque	22,2	*42,1		12,5	*25,9	20,0	*22,6	50,0	19,4	37,5	17,9
We switch into Spanish	36,1	31,6	*41,2		*44,4	20,0	*38,7	25,0	*38,7	25,0	*39,3
We use both languages	36,1	21,1	*52,9	*75,0	25,9	60,0	*32,3	25,0	*35,5	37,5	*35,7
Ns/Nc	5,6	5,3	5,9	12,5	3,7		6,5		6,5		7,1

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	(S) SEX Female	(S) V10 Basque and both	(S) V10 Mostly Spanish	SV23 Basque and both	SV23 Mostly Spanish	SV23B Basque and both	SV23B Mostly Spanish	SV24A Basque and both	SV24A Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
A group speaking Basque, a person who does not k...											
V57B											
We should continue to talk in Basque	33,3	*52,6	11,8	25,0	*37,0	20,0	*35,5	50,0	*32,3	37,5	*32,1
We should switch into Spanish	16,7	15,8	17,6		*22,2	20,0	16,1	25,0	16,1	12,5	*17,9
We should use both languages	38,9	26,3	*52,9	*62,5	29,6	60,0	*35,5	25,0	*38,7	50,0	*35,7
Ns/Nc	11,1	5,3	17,6	12,5	11,1		*12,9		*12,9		*14,3
Opinion of people who don't know Basqu...											
V58A											
Agree	52,8	*57,9	47,1	62,5	*51,9	*80,0	*48,4	*1...	*48,4	*75,0	*46,4
Disagree	41,7	31,6	*52,9	25,0	*44,4	20,0	*45,2		*45,2	25,0	*46,4
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1
Opinion of people who don't know Basque?. SHO...											
V58B											
Agree	75,0	*68,4	*82,4	*75,0	*74,1	80,0	*74,2	25,0	*80,6	62,5	*78,6
Disagree	19,4	21,1	17,6	12,5	*22,2	20,0	*19,4	*75,0	12,9	*37,5	14,3
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1
Opinion of people who don't know Basque? DO...											
V58C											
Agree	25,0	*31,6	17,6	12,5	*29,6	40,0	*22,6	*75,0	19,4	*50,0	17,9
Disagree	69,4	*57,9	*82,4	*75,0	*66,7	60,0	*71,0	25,0	*74,2	50,0	*75,0
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1
Opinion of people who don't know Basque? ...											
V58D											
Agree	50,0	*47,4	*52,9	*62,5	*44,4	40,0	*51,6	25,0	*54,8	50,0	*50,0
Disagree	36,1	*36,8	35,3		*48,1	20,0	*38,7	*75,0	*29,0	37,5	*35,7
Ns/Nc	13,9	15,8	11,8	*37,5	7,4	*40,0	9,7		*16,1	12,5	14,3
Opinion of people who don't know Basque? ...											
V58E											
Agree	36,1	*57,9	11,8	37,5	*37,0	60,0	*32,3	50,0	*32,3	50,0	*32,1
Disagree	55,6	26,3	*88,2	50,0	*55,6	40,0	*58,1	50,0	*58,1	50,0	*57,1
Ns/Nc	8,3	*15,8		12,5	7,4		9,7		9,7		*10,7
What does being bi-lingual mean to you? IT S NATURAL											
V59A											
Yes	94,4	*89,5	*1...	*1...	*92,6	*1...	*93,5	*1...	*93,5	*1...	*92,9
No	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What does being bi-lingual mean to you? INTELLECT...											
V59B											
Yes	83,3	*78,9	*88,2	*1...	*77,8	*1...	*80,6	*1...	*80,6	*1...	*78,6
No	13,9	15,8	11,8		*18,5		*16,1		*16,1		*17,9
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What does being bi-lingual mean to you? ADVANTAGE...											
V59C											
Yes	88,9	*78,9	*1...	*1...	*85,2	*1...	*87,1	*1...	*87,1	*1...	*85,7
No	8,3	*15,8			*11,1		9,7		9,7		*10,7
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
What does being bi-lingual mean to you? BAS...											
V59D											
Yes	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	*1...	*96,8	*1...	*96,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What does being bi-lingual mean to you? GETTING A JOB											
V59E											
Yes	86,1	*78,9	*94,1	*1...	*81,5	*1...	*83,9	*1...	*87,1	*1...	*82,1
No	11,1	15,8	5,9		*14,8		*12,9		9,7		*14,3
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What does being bi-lingual mean to you? USEFULN...											
V59F											
Yes	36,1	*42,1	29,4	12,5	*44,4	60,0	*32,3	50,0	*35,5	50,0	*32,1
No	38,9	*47,4	29,4	25,0	*44,4		*45,2	50,0	*35,5	25,0	*42,9
Ns/Nc	25,0	10,5	*41,2	*62,5	11,1	40,0	*22,6		*29,0	25,0	*25,0
What does being bi-lingual mean to you? IT'S ...											
V59G											
Yes	19,4	*31,6	5,9	25,0	18,5	20,0	*19,4	25,0	16,1	25,0	17,9
No	75,0	*63,2	*88,2	*75,0	*77,8	80,0	*74,2	75,0	*77,4	62,5	*78,6
Ns/Nc	5,6	5,3	5,9		3,7		6,5		6,5	12,5	3,6
Opinion of the Basque language? TO BE BASQ...											
V60A											
Agree	83,3	*78,9	*88,2	*1...	*77,8	80,0	*83,9	75,0	*83,9	*87,5	*82,1
Disagree	13,9	15,8	11,8		*18,5	20,0	12,9	25,0	12,9	12,5	14,3
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Opinion of the Basque language? IMPORTANT ...											
V60B											
Agree	91,7	*89,5	*94,1	*1...	*88,9	*1...	*90,3	*1...	*90,3	*1...	*89,3
Disagree	5,6	5,3	5,9		7,4		6,5		6,5		7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Opinion of the Basque language? FOR FAMI...											
V60C											
Agree	80,6	*84,2	*76,5	*87,5	*77,8	60,0	*83,9	75,0	*80,6	75,0	*82,1
Disagree	16,7	10,5	*23,5	12,5	*18,5	40,0	12,9	25,0	16,1	25,0	14,3
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Opinion of the Basque language? FOR VILLAGES											
V60D											
Agree	83,3	*78,9	*88,2	62,5	*88,9	*1...	*80,6	75,0	*83,9	*87,5	*82,1
Disagree	11,1	10,5	11,8	25,0	7,4		*12,9	25,0	9,7	12,5	10,7
Ns/Nc	5,6	*10,5		12,5	3,7		6,5		6,5		7,1
Opinion of the Basque language? FOR PROFESSIO...											
V60E											
Agree	86,1	*84,2	*88,2	*87,5	*85,2	80,0	*87,1	50,0	*90,3	75,0	*89,3
Disagree	11,1	10,5	11,8	12,5	11,1	20,0	9,7	*50,0	6,5	25,0	7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Opinion of the Basque language? FOR SCIE...											
V60F											
Agree	75,0	*63,2	*88,2	*75,0	*74,1	80,0	*74,2	50,0	*77,4	*75,0	*75,0
Disagree	22,2	*31,6	11,8	25,0	*22,2	20,0	*22,6	50,0	19,4	25,0	*21,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX Male	Female	(S) V10 Basque and both	Mostly Spanish	SV23 Basque and both	Mostly Spanish	SV23B Basque and both	Mostly Spanish	SV24A Basque and both	Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
Opinion of the Basque language? SAME AS OTHERS											
V60G											
Agree	63,9	*63,2	*64,7	62,5	*66,7	60,0	*64,5	75,0	*61,3	*75,0	*60,7
Disagree	30,6	31,6	29,4	25,0	*29,6	40,0	*29,0	25,0	*32,3	25,0	*32,1
Ns/Nc	5,6	5,3	5,9	12,5	3,7		6,5		6,5		7,1
Opinion of the situation of Basque language											
V61											
1	11,1	15,8	5,9	12,5	7,4	20,0	9,7	*50,0	6,5	*50,0	
2	16,7	*26,3	5,9		*22,2		*19,4	25,0	16,1	12,5	*17,9
3	50,0	42,1	*58,8	50,0	*51,9	60,0	*48,4	25,0	*54,8	37,5	*53,6
4	19,4	10,5	*29,4	*37,5	14,8	20,0	*19,4		*19,4		*25,0
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Media	2,8	2,5	3,1	3,1	2,8	2,8	2,8	1,8	2,9	1,9	3,1
Desviación	0,9	0,9	0,8	0,9	0,8	1,0	0,9	0,8	0,8	0,9	0,7
Base de estadísticos	35	18	17	8	26	5	30	4	30	8	27
Is it necessary to promote Basque in Pamplona?											
V62A											
Yes	91,7	*84,2	*1...	*1...	*88,9	*1...	*90,3	*1...	*90,3	*1...	*89,3
No	5,6	*10,5			7,4		6,5		6,5		7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Is it necessary to promote Basque in Navarre?											
V62B											
Yes	91,7	*84,2	*1...	*1...	*88,9	*1...	*90,3	75,0	*93,5	*87,5	*92,9
No	5,6	*10,5			7,4		6,5	*25,0	3,2	12,5	3,6
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What do you think of the efforts of Pamplona											
V63A											
1	11,1	*21,1		12,5	11,1	20,0	9,7	25,0	6,5	25,0	7,1
2	11,1	5,3	17,6		*14,8		*12,9		*12,9		*14,3
3	38,9	*47,4	29,4	12,5	*48,1	20,0	*41,9	25,0	*41,9	25,0	*42,9
4	27,8	15,8	*41,2	*62,5	14,8	*60,0	22,6	50,0	*25,8	*50,0	21,4
5	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	8,3	5,3	11,8	12,5	7,4		9,7		9,7		*10,7
Media	3,0	2,8	3,3	3,4	2,8	3,2	3,0	3,0	3,1	3,0	3,0
Desviación	1,0	1,1	0,8	1,0	1,0	1,2	1,0	1,2	0,9	1,2	0,9
Base de estadísticos	33	18	15	7	25	5	28	4	28	8	25
What do you think of the efforts of Navarre											
V63B											
1	13,9	*26,3		12,5	14,8	20,0	12,9	25,0	9,7	25,0	10,7
2	8,3		*17,6		*11,1		9,7		9,7		*10,7
3	30,6	*42,1	17,6	12,5	*37,0	40,0	*29,0	50,0	*29,0	25,0	*32,1
4	38,9	26,3	*52,9	*62,5	29,6	40,0	*38,7	25,0	*41,9	50,0	*35,7
Ns/Nc	8,3	5,3	11,8	12,5	7,4		9,7		9,7		*10,7
Media	3,0	2,7	3,4	3,4	2,9	3,0	3,0	2,8	3,1	3,0	3,0
Desviación	1,1	1,1	0,8	1,0	1,0	1,1	1,1	1,1	1,0	1,2	1,0
Base de estadísticos	33	18	15	7	25	5	28	4	28	8	25
Do you participate in activities to prom...											
V64											
Yes, often	80,6	*89,5	*70,6	*87,5	*77,8	80,0	*80,6	*1...	*77,4	*87,5	*78,6
Yes, sometimes	16,7	5,3	*29,4	12,5	*18,5	20,0	16,1		*19,4	12,5	*17,9
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6

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SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

		(S) SEX		(S) V10		SV23		SV23B		SV24A	
	TOTAL	Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	36	19	17	8	27	5	31	4	31	8	28
What can you do for the Basque language? ...											
V65A											
Yes	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	*1...	*96,8	*1...	*96,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What can you do for the Basque language? LEARN...											
V65B											
Yes	91,7	*84,2	*1...	*1...	*88,9	*1...	*90,3	*1...	*90,3	*1...	*89,3
No	5,6	*10,5			7,4		6,5		6,5		7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What can you do for the Basque language? SP...											
V65C											
Yes	94,4	*84,7	*94,1	*1...	*92,6	*1...	*93,5	*1...	*93,5	*1...	*92,9
No	2,8		5,9		3,7		3,2		3,2		3,6
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What can you do for the Basque language? BE PR...											
V65D											
Yes	75,0	*78,9	*70,6	*87,5	*70,4	*1...	*71,0	*1...	*71,0	*1...	*67,9
No	11,1	15,8	5,9		*14,8		*12,9		*12,9		*14,3
Ns/Nc	13,9	5,3	*23,5	12,5	14,8		*16,1		*16,1		*17,9
What can you do for the Basque language? ATT...											
V65E											
Yes	94,4	*89,5	*1...	*1...	*92,6	*1...	*93,5	*1...	*93,5	*1...	*92,9
No	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What can you do for the Basque language?...											
V65F											
Yes	86,1	*78,9	*94,1	*87,5	*85,2	80,0	*87,1	75,0	*87,1	*87,5	*85,7
No	11,1	15,8	5,9	12,5	11,1	20,0	9,7	25,0	9,7	12,5	10,7
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
What can you do for the Basque langua...											
V65G											
Yes	83,3	*73,7	*94,1	75,0	*85,2	*1...	*80,6	*1...	*80,6	*1...	*78,6
No	8,3	*15,8		12,5	7,4		9,7		9,7		*10,7
Ns/Nc	8,3	10,5	5,9	12,5	7,4		9,7		9,7		*10,7
Do you agree: all persons should have opportunity...											
V66A											
Agree	91,7	*89,5	*94,1	*87,5	*92,6	*1...	*90,3	*1...	*90,3	*1...	*89,3
Disagree	5,6	5,3	5,9	12,5	3,7		6,5		6,5		7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Do you agree: I would like my parents to know Basque											
V66B											
Agree	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	*1...	*96,8	*1...	*96,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Do you agree: Government should spend more...											
V66C											
Agree	91,7	*84,2	*1...	*1...	*88,9	*1...	*90,3	*1...	*90,3	*1...	*89,3
Disagree	5,6	*10,5			7,4		6,5		6,5		7,1
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6

SURVEY OF THE USE BASQUE AND SPANISH

% Verticales, Ind. Jhi cuadrado

	TOTAL	(S) SEX		(S) V10		SV23		SV23B		SV24A	
		Male	Female	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish	Basque and both	Mostly Spanish
TOTAL	**36**	**19**	**17**	**8**	**27**	**5**	**31**	**4**	**31**	**8**	**28**
Do you agree: Basque should be a requi...											
V66D											
Agree	91,7	*84,2	*1...	*1...	*88,9	*1...	*90,3	*1...	*90,3	*1...	*89,3
Disagree	2,8	5,3			3,7		3,2		3,2		3,6
Ns/Nc	5,6	*10,5			7,4		6,5		6,5		7,1
Do you agree: If I had a child, I would send him...											
V66E											
Agree	97,2	*94,7	*1...	*1...	*96,3	*1...	*96,8	*1...	*96,8	*1...	*96,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Do you agree: Government should require ...											
V66F											
Agree	88,9	*89,5	*88,2	*1...	*85,2	80,0	*90,3	75,0	*90,3	*87,5	*89,3
Disagree	5,6	5,3	5,9		7,4	20,0	3,2	*25,0	3,2	12,5	3,6
Ns/Nc	5,6	5,3	5,9		7,4		6,5		6,5		7,1
Do you agree: In future, only Basque will be spoken											
V66G											
Agree	88,9	*78,9	*1...	*1...	*85,2	*1...	*87,1	*1...	*87,1	*1...	*85,7
Disagree	8,3	*15,8			*11,1		9,7		9,7		*10,7
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6
Do you agree: All persons should be required...											
V66H											
Agree	77,8	*78,9	*76,5	62,5	*81,5	60,0	*80,6	*1...	*74,2	*87,5	*75,0
Disagree	19,4	15,8	23,5	*37,5	14,8	40,0	16,1		*22,6	12,5	*21,4
Ns/Nc	2,8	5,3			3,7		3,2		3,2		3,6